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ABSTRACT

This document consists of the three issues of "FLESNews" published during school year 1993-1994. This newsletter of the National Network for Early Language Learning contains articles on a variety of topics in elementary school second language teaching, listings of instructional materials, classroom instructional activities, and professional announcements and conference summaries. Articles in these issues are on the following topics: the challenges of Swahili instruction at the elementary level; use of francophone West African legends for classroon French instruction; development of academic standards for language teaching; creation of big books for elementary school language teaching; criteria for evaluating instructional materials; and a policy statement on educational reform, from the Joint National Committee for Languages/National Council for Languages and International Studies. (MSE)

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FLES NEWS

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING

Volume 7, Number 1 Fall 1993

Habari Za Kiswahili
Challenges of Swahili Instruction

Patricia S. Kuntz
College of Education
Curriculum and Instruction Department
and African Studies Program
University of Wisconsin-Madison

The challenges of starting an elementary school foreign language program in one of the commonly taught languages are well known by the profession. Obstacles are much greater for starting a program in less commonly taught languages—there is a lack of materials, curriculum, program models, and trained teachers. As a result, very few programs exist in languages other than French, Spanish, and German. One solution, explored by the University of Wisconsin, is to organize a program with the combined expertise of an area studies department and department of curriculum and instruction in a college of education.

The University of Wisconsin's Title VI African Studies Outreach Program promotes instruction in kindergarten through eighth grade (K-8) in Swahili, a language widely spoken in east and central Africa. Graduate students from the Department of African Languages and Literature provide instruction that allows young students to explore Swahili language and culture in an informal setting. In the 1992-93 year, the elementary classes took place in after-school extracurricular programs, a summer university program, and in summer community center programs. The middle school programs also took place in the summer at local community centers. The programs are short-term, with total meeting time between eight and ten hours.

Typically, instructors for the commonly taught language program are recruited from among foreign language student teachers enrolled in the University of Wisconsin or Edgewood College pre-service programs. This instructional opportunity is part of the practicum requirement for elementary experience in anticipation of K-6 certification. Consequently, none of the instructors are expected to hold foreign language certification; however, they are expected to have had some education courses.

The Swahili teachers were students in the African studies program but were not in the preservice education program. Only one of the three Swahili instructors at the elementary school level held a license for teaching at that level—a teacher of English of Kenyan heritage. Two had teaching experience, but not at this age level. One had no pedagogical training or teaching experience. At the middle school level, the teacher competencies ranged from a certified English teacher to noncertified individuals with no pedagogical training. Most were trained in Swahili in the United States, while others had studied Swahili in East Africa. None of the instructors spoke Swahili as a first language, although two had taught at the middle school level, one in Kenya and Zaire.

An informal survey of the eight Swahili instructors of was carried out at the end of the program. The instructors responded candidly to survey questions about the challenges they faced. The results of this survey, which provide valuable insight for organizers of future African and less commonly taught language programs, are reported here.

Survey Results

Instructor. Extracurricular programs at public schools should require that teachers be certified to teach foreign language. Instructors should be familiar with foreign language methods, the target language country, the students of the particular level, and the state and district curriculum for the school level. (To prepare K-12 teachers of Swahili, the University of Wisconsin has recently proposed a certification program for Swahili.)

Students. Parents and guidance counselors must be aware and supportive of the program. To recruit students, the program coordinator and instructor also need to convince the parents and community leaders of the value of less commonly taught languages. The current Wisconsin legislation, requiring middle school language offerings, can facilitate this process. All U.S. students should have an opportunity to study languages from various continents, not merely Western Europe.

Materials. A critical component of teaching Swahili is materials. Few Swahili materials have actually been designed for a communicative framework with proficiency goals, especially for the K-8 level. The African Language Teachers Association has created a Swahili task force to focus on this issue. As more Title VI African language instructors become familiar with language instruction at this level and informed about the value of integration of authentic materials, they will solicit materials from colleagues in East Africa. Although materials are published in Swahili in East Africa, they are expensive and difficult to secure in the United States. Unlike the commonly taught languages, no clearinghouse exists for Swahili or most other

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Notes from the President

Each new school year brings with it the opportunity to reflect on the accomplishments of the past year and to make plans for the future. Since my term as your president quickly draws to a close, I will do the reflecting and will leave the job of planning for the future in the very capable hands of your next president, Audrey Heining-Boynton.

In our second year as an official organization, we focused on two main objectives: membership and communication. Our 1993 membership goal of 700 by the Annual Meeting in San Antonio has almost been met. The early September count shows a total of 574 NNELL members. Now is a good time to mention NNELL membership to your colleagues and friends.

Our goal of becoming affiliated with both the Joint National Committee for Languages (JNCL) and the American Council on the Teaching of Foreign Languages (ACTFL), has also been accomplished.

Our two goals related to communication were: *FLESNews* and networking sessions. This year's three interesting and informative issues of *FLESNews* have been the work of Editor Marcia Rosenbusch, the contributing editors, and the individuals who have been willing to put pen to paper (or fingers to keyboard). Congratulations and thanks to you all.

NNELL networking sessions were held at each regional conference last year, thanks to NNELL First Vice-President Audrey Heining-Boynton. Second Vice-President, Mari Haas, has organized sessions for the 1993-94 school year. Thanks to all who have assisted in organizing these sessions. Your efforts are helping to spread the word.

In addition to the goals listed above, the executive board worked diligently to fine tune the organizational structure. We have compiled a handbook for executive board members which includes, among other things, the organization's mission and goals, constitution and by-laws, policies, job descriptions, and timelines.

In addition to your six elected officers (president, first vice-president, second vice-president, immediate past president, secretary, treasurer), the executive secretary, and *FLESNews* editor, the NNELL executive board includes five regional representatives, and four committee chairs (membership, by-laws, political action, and publisher liaison.) We will be at ACTFL in November and hope that you will join us at the Networking Session on **Saturday, November 20 at 11:40 a.m. in Fiesta E of the Convention Center.**

This has been a busy and exciting year for NNELL. Some of our goals were accomplished while others remain for reevaluation. That is the nature of growth and progress. In the last issue of *FLESNews* I expressed the hope that when we came together in November, each of you would feel that you had grown professionally through NNELL and that you had helped NNELL grow professionally. That remains my hope for each of you and for NNELL.

Carolyn Andrade
6447 Meadowvista Ct.
Cincinnati, OH 45224-1603

FLES† News is a newsletter for educators interested in providing quality foreign language instruction for children. The newsletter provides information on classroom activities, resources, teaching methods, recent research, upcoming conferences, and information on how to publicize elementary foreign language programs. *FLES News* provides a means of sharing information, ideas, and concerns among teachers, administrators, researchers, and others who are interested in the teaching of foreign languages to young children.

FLES News is published three times a year (fall, winter, and spring) by the National Network for Early Language Learning (NNELL): Marcia Rosenbusch, editor; Carolyn Andrade, president. Executive committee members are: Audrey Heining-Boynton, first vice-president; Mari Haas, second vice-president; Donna Grundstad, secretary; Sonia Torres, treasurer, Carol Ann Pesola, immediate past president.

Contributing editors for the newsletter by topic are: *Classroom activities* Diane Fagin Adler, North Carolina State University, Department of Foreign Languages and Literatures, Box 8106, Raleigh, NC 27695-8106; *Conferences* Susan Walker, 4560 Ohio Ave., St. Louis, MO 63111; *Funding information and new legislation* Joint National Committee for Languages, 300 Eye St., NE, Suite 211, Washington, DC 20002; *Research* M. Joy Young, Charleston Day School, 15 Archdale St., Charleston, SC 29401; *International news* Eileen B. Lorenz, Academic Programs, Montgomery County Public Schools, 850 Hungerford Dr., Rockville, MD 20850; *French resources* Myriam Chapman, Bank Street School for Children, 610 W. 112th St., New York, NY 10025; *German resources* Cindy Sizemore, 801 South, Prudence, #6102, Tucson, AZ 85710; *Teaching methods* Mary Lynn Redmond, Wake Forest University, Department of Education, Box 7266, Reynolds Station, Winston-Salem, NC 27109.

Membership dues for NNELL, which include a subscription to *FLES News* are $12/year ($15 overseas). Please send your check to: Nancy Rhodes, Executive Secretary, National Network for Early Language Learning, Center for Applied Linguistics, 1118 22nd St., NW, Washington, DC 20037.

FLES News wants to hear from its readers. Send letters to: Marcia H. Rosenbusch, Editor, Department of Foreign Languages and Literatures, 300 Pearson Hall, Iowa State University, Ames, IA 50011. Send contributions to be considered for publication to the appropriate contributing editors at the addresses listed above. Deadlines for information are: fall issue—May 1; winter issue—Nov. 1; spring issue—Feb. 1.

Readers are encouraged to make copies of this newsletter and share them with colleagues. Articles may be reprinted citing *FLES News*, National Network for Early Language Learning, as the source.

†Foreign Language in the Elementary School

International News

Welcome to a new section of FLES News *where international news of professional interest will be published. Please send information about important issues, research, resources, innovative programs, conferences and other international events in early second language learning and related fields to the International News editor: Eileen B. Lorenz, Academic Programs, Montgomery County Public Schools, 850 Hungerford Dr., Rockville, MD 20850. In this first column, information on several international conferences is featured.*

November 4-6: **17th Annual Conference of the Canadian Association of Immersion Teachers**. Ottawa (Ontario), Canada. Clair Bélanger, 226, prom. Sherwood, Ottawa (Ontario) K1Y3V8, Canada (613-729-9126). This year's theme is: *Active learning in Immersion: Redefining Our Roles*. Conference sessions will be either in French or English. The publishers' exhibits presents a wide choice of French language texts, some of which have been developed specifically for immersion students.

November 27-December 1: **The 7th Guadalajara International Book Fair**, *Feria Internacional del Libro*, Guadalajara, Mexico. David Unger, U.S. Coordinator of FIL'93, Division of the Humanities NAC 6/923, The City College of New York, New York, NY 10031 (212-650-7925). Organized by the University of Guadalajara, *Feria Internacional del Libro* will exhibit 67,000 titles and will be attended by 548 publishing companies from 26 countries.

International News Editor: Eileen B. Lorenz

Memo to: NNELL Readership From: June Phillips, Project Director K-12 Foreign Language Standards

A collaborative project of the American Council on the Teaching of Foreign Languages, the American Association of Teachers of French, the American Association of Teachers of German, and the American Association of Teachers of Spanish and Portuguese to develop K-12 Foreign Language Standards has been funded by the Department of Education and the National Endowment for the Humanities. The task force charged with drafting the standards is chaired by Christine Brown, Glastonbury (CT) Public Schools. Members of the task force are: Martha Abbott, Fairfax County (VA) Public Schools; Keith Cothrun, Las Cruces (NM) High School; Beverly Harris-Schenz, University of Pittsburgh; Denise B. Mesa, Dade County (FL) Public Schools; Genelle Morain, University of Georgia; Marjorie Tussing, California State University at Fullerton; Guadalupe Valdés, University of California, Berkeley; John Webb, Hunter College (NYU) High School; Thomas E. Welch, Kentucky Department of Education; and A. Ronald Walton, Advisor, National Foreign Language Center.

As the task force began its work, it found that creating a "vision" statement to guide discussion would be useful. The early version of that statement was reworked at the last meeting of the task force into a *Statement of Underlying Principles* for second-language learning. No doubt this statement, too, will be revised many times. By publishing it in the NNELL Newsletter, we seek your input, reaction, or comment both on the *Statement* and to the following questionnaire. Respond to: Standards Project, c/o ACTFL, 6 Executive Plaza, Yonkers, NY 10701.

Draft Statement of Underlying Principles

Communication is a necessary and natural part of the human experience. The United States must educate students who are linguistically and culturally equipped to interact successfully, at home and abroad as citizens in the global community. This imperative envisions a future in which ALL students will develop and maintain proficiency in more than one language, modern or classical. Children who come to school to learn English should also have opportunities to develop further proficiencies in their first language.

Supporting this vision are three principles about language and culture, learners of language and culture, and language and culture education:

Competence in more than one language and culture enables people to communicate with people in other cultures in a variety of settings; look beyond their customary borders; participate more fully in the global community and marketplace; develop insight into their own language and culture; act with greater awareness of self, of other cultures, and their own relationship to those cultures; and gain direct access to additional bodies of knowledge.

All students are language and culture learners, and they can achieve success; acquire proficiency at varied rates; learn in a variety of ways and settings; benefit from the development and maintenance of proficiency in more than one language.

Language and culture education is part of the core curriculum, and it is student-centered, interactive, and success-oriented; focuses on communication and cultural understanding; develops and enhances basic communication skills and higher-order thinking skills; accommodates varied learning styles; is supportive of and integrated with the entire school experience; incorporates effective strategies, program models, assessment procedures, and technologies; and reflects evolving standards at the national, state, and local levels.

Input Requested on National K-12 Student Standards

Standards will have a significant effect on students' opportunities to experience second languages during their education career. Within our profession we often assume consensus regarding programmatic issues that may not exist. During their first meeting (June 12-13, 1993), the members of the Student Standards K-12 Task Force discussed many of these issues and determined that there was a need to solicit opinions and reactions to gauge areas of consensus and areas of difference. The task force is committed to developing standards that are visionary without being unrealistic.

Colleagues are invited to address the following issues in order to inform the standard-setting process. Please provide explanations, as appropriate. Please indicate the question that each of your responses addresses. All comments should be sent to Standards Project, c/o ACTFL, 6 Executive Plaza, Yonkers, NY 10701.

1. Should all students in the U.S. be required to learn at least one language other than their mother tongue? Why or why not? If yes, suggest some competencies that all children should attain regardless of the model in which they participate.
2. At what school age should second language study ideally begin? What is the minimum sequence?
3. How should the standards address second language maintenance through grade twelve? How should the standards address first language maintenance of language other than English?
4. Should standards be developed by: grade level? clusters of grade levels (e.g., middle school)? stages of language development?

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Legends and Language Learning: *Les Calebasses de Kouss*

Irene Garger
Knoxville Middle School
Pittsburgh Public Schools
Pittsburgh, Pennsylvania

Through a grant from the National Endowment for the Humanities (NEH), 18 teachers from the Pittsburgh Public Schools had the opportunity to participate in a very exciting project, "Legends and Language Learning: Bringing Africa to the Classroom." The focus of the grant was determined by the fact that teacher knowledge about Francophone West Africa is extremely limited. These countries are usually ignored in most French classrooms. The fact that Africa possesses a very rich legacy of folktales and legends made a focus on legends a natural one for the French classroom.

As a participant in this project, I developed a curriculum unit that focuses on storytelling for use in elementary and middle school foreign language classes. I have used this unit with great success in both beginning sixth and seventh grade classes, as well as in both a regular eighth grade class (second year) and an honors eighth grade class. I collaborated on this project with a colleague, Sharon Smith, who developed a unit for elementary school immersion programs that she has used with her seventh and eighth grade immersion classes.

In my unit, the teacher tells a story that provides the context for developing speaking skills, learning about culture, and learning vocabulary, grammar, and sentence patterns. I will share the basis for the story from my unit, some storytelling strategies, and pre- and post-activities that can be used to promote language learning through storytelling.

Preparation for Storytelling

My colleague and I chose *Les Calebasses de Kouss* and, since this is primarily a legend for adults, we adapted it for young students. I liked this story because it had vocabulary I wanted to teach and an element of surprise. Also, I could divide the story into two class periods, which was advantageous in my teaching situation.

The first step in preparing a legend is to make a skeleton of the story that contains the essential components of the story line. The first half of the story line follows:

Mr. and Mrs. Hare live in the forest.
Mrs. Hare desires jewels.
Mr. Hare goes into the forest.
He speaks to the Baobab tree.
He asks for jewels.
The Baobab displays jewels in its trunk.
The Baobab sends Mr. Hare to an okra field.
Mr. Hare meets Kouss, the genie of the Baobab.
Kouss sends Mr. Hare back to the Baobab.
Mr. Hare finds two gourds.
Mr. Hare chooses the small gourd as Kouss instructed him.
Mr. Hare finds jewels.

This first part of the story can be told on the first day. The second part of the story, which deals with greedy Mr. Hyena, can be told on the second day:

Mrs. Hyena desires jewels.
Mr. Hyena goes to the Baobab.
He demands jewels.
Mr. Hyena goes to the okra field to see Kouss.
Mr. Hyena returns to the Baobab.
He chooses the large gourd.
Mr. Hyena finds Kouss angrily holding a large stick inside the gourd.

Before telling the story, I involved the students in the creation of a book about the cultural aspects of the story, for example, the Baobab and the hyena. Each student received a blank book that was to be filled with information about Africa. One of the first activities in my unit was to color a map showing the Francophone African countries and to glue it into the book. Students also colored, glued into their books, and labeled in French, scenes of the city and country: a variety of houses and huts, people, animals, musical instruments, vegetation, and trees indigenous to Africa—one of which was the sacred Baobab. The final activity was to create covers for their books. The students were very proud of their accomplishments and had developed insight into African culture in preparation for the story.

The teacher's goal in telling a legend is to be able to tell the story in French in such a way that the students will be able to understand it. To achieve this, the teacher must prepare visuals that will enable the students to follow the story line. For *Les Calebasses*, I painted a large artist's canvas with a Baobab tree on the left and an okra field on the right. I attached Velcro to the canvas so that a variety of pictures could be placed on the canvas as the story progresses. I colored and laminated pictures of Mr. and Mrs. Hare, Mr. and Mrs. Hyena, and Kouss. I also prepared pictures of two gourds—one contains jewelry and the other, Kouss with a large stick. Simple pictures drawn on the blackboard could also be equally effective. The pictures I developed are included in my curriculum unit.

Storytelling Strategies

I tell the story using the canvas and the pictures as props to promote listening comprehension. As the story progresses, I point to a picture, and even beginning students supply the word in French. For example, I begin the story with, *M. et Mme. Lievre habitent dans la forest. Mme. Lievre desire les bijoux.* (Mr. and Mrs. Hare live in the forest. Mrs. Hare wants jewels.) The next time *Mme. Lievre* is mentioned, I point to her picture and the students say, "*Mme. Lievre.*" Frequent repetition of the key words in the story is essential for beginning students to be able to supply the words.

At the conclusion of the first part of the legend, the students were very curious about the contents of the second gourd. They had to wait for the second part of the story on the next day to find out what was in the large gourd.

On day two, I went through the first part of the story quickly with the students supplying many of the words. The story of the Hyena was told, and the students were excited to see the contents of the large gourd chosen by the avaricious Hyena: Kouss angrily holding a large stick.

If the legend is told a third time, the students can supply most key

(Continued on page 5)

words and phrases. Their knowledge leads to many interesting post-story activities.

Post-story Activities

A great variety of activities were used after the telling of the legend to reinforce vocabulary. Sentence structure was also reinforces with more advanced students:

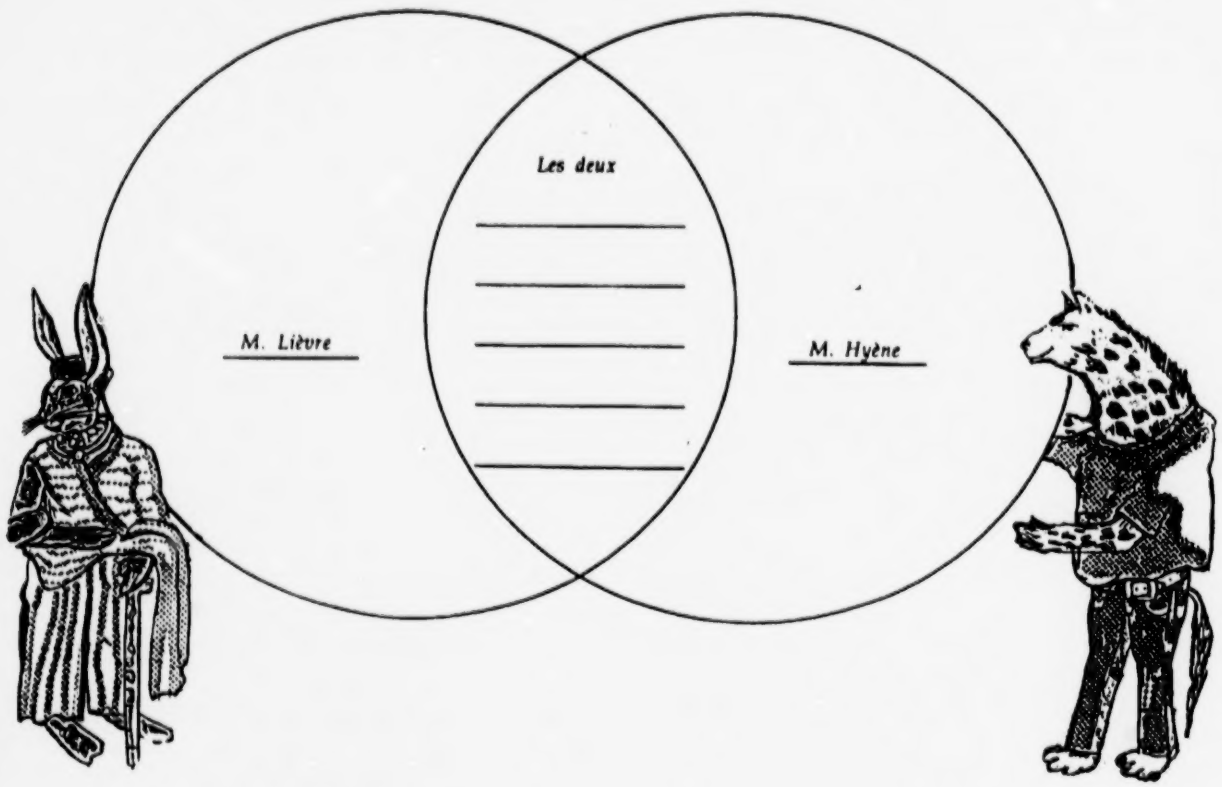
- Students mimed the actions in the story as the teacher retold it.
- Students participated in Total Physical Response activities, such as following directions to dress a stuffed animal.
- In a pair activity, students compared sequences of animals, vegetables, and fruits on each of their papers.
- Students matched pictures of the characters and important objects to words of the same.
- Given a Venn diagram (see figure below), students filled in adjectives that were true for Mr. Hyena and adjectives true for Mr. Hare. In the center of the Venn diagram, adjectives common to both characters were listed. To find appropriate adjectives in French, students used a dictionary.
- Given ten facts about the story in writing, students placed the facts in the correct sequence.
- Students unscrambled the letters of eight verbs. The verbs were then used in retelling the story.
- In a diagram of a Baobab tree, students wrote an infinitive on the lowest blank. They wrote a subject and the verb form of that infinitive that corresponds to the subject on the middle line. On the top line they created a sentence using the subject and verb. This activity can be expanded to include adjectives or compound sentences.
- Students created their own sentences to retell the story. This culminating activity demonstrated that students had mastered the basic vocabulary and sentence structure. They enjoyed showing off their new knowledge and, in many instances, improved upon my dramatics.

Storytelling is an effective method for foreign language teaching in elementary and middle school classrooms. The story provides a meaningful context for vocabulary and sentence structure. An added bonus is the enthusiasm and receptiveness of the students to this strategy for teaching a foreign language.

This curriculum unit was developed in collaboration with Sharon Smith, Frick International Studies Academy, Pittsburgh, PA. For further information or comments about the unit described here contact Irene Garger, Knoxville Middle School, Charles and Grimes Sts., Pittsburgh, PA 15210.

See Resources for Your Classroom—French, for a review of the complete set of curriculum units and information on how to order these materials. ED

Teaching Methods Editor: Mary Lynn Redmond



Conference Calendar

International, national, and regional conferences and workshops are previewed in this section of the newsletter. Please send information on conferences and workshops to the Conferences editor: Susan Walker, 4560 Ohio Ave., St. Louis, MO 63111.

FALL 1993 CONFERENCES

October 21-24: **Advocates for Language Learning.** Kansas City, MO. Paul A. Garcia, President, ALL, School District of Kansas City, 301 E. Armour, #620, Kansas City, MO 64111 (816-871-6317).

November 20-22: **American Council on the Teaching of Foreign Languages.** San Antonio, TX. ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801 (914-963-88307).

SPRING 1994 CONFERENCE

March 10-12: **Second/Foreign Language Acquisition by Children, Theoretical Aspects and Practical Applications.** Tulsa, OK. Rosemarie Benya, P. O. Box 2053, Ada, OK 74821 (405-332-8000).

Conferences Editor: Susan Walker

Spanish Resources Contributing Editor Sought

Due to a resignation, *FLES News* is searching for a new contributing editor for Spanish resources. Contributing editor appointments are made annually by the editor and are competitive positions. The responsibilities of the Spanish resources editor are:

- Submit a total of nine resource reviews per year, three for each issue.
- Verify that materials are in the publication format specified by the editor, are typed or legibly handwritten, and are double-spaced.
- Submit complete and accurate information that has been checked for spelling and clarity.
- Meet the deadlines specified by the editor for submission of information.

To apply for this position, submit the following to the editor by November 1:

1. A brief curriculum vitae or resume including your name, home address, and telephone; your title, school address, and telephone; your professional training and work experience.
2. State the position for which you are applying.
3. Write a short paragraph explaining why you are interested in this contributing editor position.
4. Define a plan for obtaining resources for review.

Send applications to Marcia H. Rosenbusch, Editor, *FLES News*, Department of Foreign Languages and Literatures, Iowa State University, Ames, IA 50011 (515-294-4046).

A Global Vision for America

The following statement was developed by the Policy Committee of the Joint National Committee for Languages (JNCL) in cooperation with the House/Senate International Education Study Group and was distributed to every member of Congress and the new administration and to education associations such as Association for Supervision and Curriculum Development (ASCD), National Education Association (NEA), American Federation of Teachers (AFT), National Association of Secondary School Principals (NASSP), National Association of Elementary School Principles (NAESP), among others.

Among the problems that confront our nation, one of the greatest and most insidious dangers is the quiet crisis of global incompetence-the failure to understand, communicate, and function effectively in an international environment. The problem is real, immediate, and of increasing gravity with each passing year. It threatens our economy, our security, and the very quality of our lives.

To address this quiet crisis, it is imperative that we begin now to establish and accomplish future goals for our students, citizens, and nation:

- Include the mastery of a second language with particular emphasis on communication in the language as one of our national education goals.
- Make available to every U.S. student beginning in kindergarten and continuing throughout pre-collegiate and higher education, the study of language, culture, and literature of at least one other country or region.
- Recognize the multicultural nature of our society and enhance the use of linguistic and cultural resources within our borders.
- Incorporate international knowledge and language usage into the degree programs of institutions of higher education, professional programs, and technical schools.
- Link teacher preparation and performance to a clearly defined set of professional standards that include a demonstrated awareness of international and multicultural concerns.
- Enhance the language competence and knowledge of teachers, at all levels, through increased opportunities to study abroad and at special summer foreign language institutes.
- Make language and cultural study available to students and professionals in fields where accurate communication is of special concern, such as law enforcement, social services, and health care.
- Identify the need for and develop expertise in translation, interpretation, and other international skills that support national interests.
- Assist the private sector in developing the language skills, cultural awareness, and international expertise necessary to become competitive in an international environment.

Activities for Your Classroom

Teachers: *Please submit a favorite classroom activity for publication in* FLES News *by sending a description in the following format: Title, objective, materials, and procedure. You may include any pictures or drawings as illustrations. Send with your name, address, and telephone number to the Classroom Activities editor: Diane Fagin Adler, North Carolina State University, Dept. of Foreign Languages & Literatures, Box 8106, Raleigh, NC 27695-8106.*

Title: **Who's Humming?**

Objective:

Students will identify a classmate's voice on an audio tape. (NOTE: The beauty of this exercise is that the students think that they are just guessing whose voice they are hearing on the tape, but they really are practicing the interrogative "who", manipulating first and second person pronouns, learning numerous common verbs and answering questions in the negative!)

Materials:

A teacher-made audio tape with students performing different activities: singing, counting, talking, whistling, sneezing, snoring, humming, etc. The tape is made with only one student at a time present, so that each student only knows his or her own contribution.

Procedure:

Play one segment of the tape. Ask "Who is singing?" Call on students to guess. As the students guess, "Paul is singing," turn to Paul and ask, "Paul, is it you?" Paul answers, "Yes, it is I" or "No, it is not I." In French, it would proceed like this:

Teacher: "Qui chante?"
Student: "Paul chante."
Teacher: "Paul, c'est toi?"
Paul: "Qui, c'est moi." or "Non, ce n'est pas moi."

Contributor: Sharon McCullough
French FLES Teacher
Spartanburg District 7
Spartanburg, SC

Address Correction

In the 1993 spring issue of FLES News 6(3), an incomplete address was given for the Japanese Language Teachers Network, which seeks contact with elementary school Japanese teachers. The complete address is: Barbara Shenk, Japanese Language Teachers Network, University High School, 1212 West Springfield Ave., Urbana, IL 61801 (217-244-4808).

Title: **Math Vocabulary Game**

Objective:

Students will practice math symbols and vocabulary in the target language.

Materials:

Paper, pencils, and chalk.

Procedure:

Introduce four words per lesson, e.g., triangle, circle, square, and rectangle. On the chalkboard, draw the symbol and write the word for triangle, circle, square, and rectangle. Have students copy the symbols and words from the board. Practice pronunciation in the target language.

Begin the procedure with the whole class. Send one student to the chalkboard. Explain that each time you say a word, he or she will write the correct symbol. For example: *triangle* = ▲. Call on another student to read the symbols from the board. Next, each student writes the "problems" on the board. Call on another student to read each problem.

Examples of problems:

a. ▲ ▲ ▲ ● ● ■ ▬ ■ ● ▲

b. ▬ ■ ▬ ▲ ▬ ● ● ■

c. ● ● ■ ● ● ● ■ ▲ ■ ▲ ▬ ●

Note: This activity can also be used for numbers, simple math problems, and cardinal points.

Contributor: Iris L. Cadiz
Garden Grove Elementary School
Winter Haven, FL

Classroom Activities Editor: Diane Fagin Adler

Cape Cod from page 8

and refinement. Incorporated into student standards, as we know from the 1992 ACTFL meeting and subsequent newsletter, are the generalized "outcome" points of Grades 4, 8, and 12, the first two of which pose different issues for foreign language participants depending upon the type of program, time devoted to the program, and the point of entry and exit. John Weber (Hunter College High School, NY) pointed out in his remarks on the topic of language that the standards to be developed must, above all else, be realistic and reflect a reality we can cope with while, at the same time, being forward-looking. Further input from elementary teachers about different standards of expected outcomes for grade 4 children will be important, it was pointed out, as are the different views on assessment. Members of the profession are asked to distribute, discuss, and respond to the questions on page 3 of this newsletter. Further information of this long-term project will be discussed in ACTFL newsletters and conference sessions.

Cape Cod Currents: Project 2017 and Student Standards

Paul García
Kansas City, Missouri, Public Schools
and
Advocates for Language Learning

Mid-August on Cape Cod. Sun, sand, summer, and (for us old-timers) whispering memories of Patti Page: "salt sea air, quaint little villages here and there" Guess again, dear colleague. This was the 1993 American Council on the Teaching of Foreign Languages (ACTFL) Summer Seminar and it was *serious* business. There was much to consider, with precious little time to enjoy the oceanside facilities during the August 20-22 meeting. But what an intellectual "high!" We became part of an empowering and invigorating series of discussions. Their consequences will be apparent not only in the near future, but over the next decade—or longer. Our seminar topics were student standards and extended sequences for language learners, beginning in the primary school years.

ACTFL leadership has been committed to ensuring and maintaining sustained dialogues, followed by appropriate action plans. The issues that many of us have helped to develop were the focus of the 1993 program. They are student-centered and accountability-related issues which will—and should—dominate foreign languages professional discourse in the 1990s. "What does a child know, and how do we prove it?" are by no means *passé* queries. The seminar activities that concern NNELL members extend beyond elementary school age language learning. Indeed, both the topics discussed have the potential of forcing the language profession to put into effect some overdue "measuring rods" (a combination meter stick and lightning rod) to our mostly anecdotal conclusions on academic achievement, teacher preparation, and the role of second languages.

The New American: Project 2017

As a member of ACTFL invited to serve as an Advisory Committee member of Project 2017 (so named for the year when present primary school learners join the adult work force), I was pleased, on behalf of the 3500 students in French/German/Spanish immersion and Latin FLES programs from my district (Kansas City, Missouri), as well as on behalf of Advocates for Language Learning (I serve as national president), to listen to our major foreign language organization to advocate programs of quality for all children. The members of the Steering Committee of 2017 (chaired by Christine Brown, Glastonbury, CT Schools) affirmed the importance of "hearing from the field," and thereby obtaining data and information about current issues that promote or impede the implementation of sustained foreign language programs. Because there is as yet no funding allocation for this project, Brown reported, the group's activities will be modest in scope, and "one small step at a time." Ron Walton, of the National Foreign Language Center, who assisted with the presentation, pointed out that there are substantive questions that our profession must address in the area of elementary school foreign language education: what conditions, for instance, must we create for successful learning, what models are appropriate (and where), and what language choice issues must be faced.

Systemic issues, such as articulation and infrastructure (preparation of teachers, dearth of materials, assessment instruments), as well as strategy-related issues (Whom must we convince? How do we convince?) must be reflected upon as we begin Project 2017. In early October, the members of the Steering Committee will attend a 4-5 day working session in Washington, D.C., during which time they will consider the issues brought up during the seminar in the following areas:

Advocacy. Why begin early? What are the compelling arguments? Who can help to frame this topic?

Research. What research activities are ongoing concerning the "whats" and "hows" of an early start? How can elementary school foreign language instruction implement the overall and specific goals of K-8 schooling? What role can distance and technology learning play in quality programs?

Infrastructure. What are the issues of licensure, preparation, and recruitment of elementary school foreign language teachers? How are schools configured? What is the budget process? How are decisions about foreign language programs made?

Articulation. What models exist for successful vertical and horizontal articulation? What outcomes are possible for various types and depths of programs?

Assessment and Standards. In various program types and at various levels, what do students know and what can they be expected to do? How can student knowledge and skills be expressed in measurable terms? How can we avoid having "minimum" standards be considered the "maximum?"

Policy. What is the intercultural importance of what we do in foreign language education and what is its impact on American education?

We await the deliberations of the October meeting that will be disseminated across the profession, and continue to look forward to the spirit of cooperation and interest that prevails on a matter so vital to our nation. Those interested in more information about Project 2017 should contact Jamie Draper at ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801.

Standards

Standards are of concern not only to elementary school foreign language teachers, but to the entire profession. June Phillips is the Project Director of the federal grant awarded to ACTFL and the national foreign language teacher associations (AATF, AATG, AATSP). (See article on page 3.) That standards for students have been the topic of debate since the National Goals panel of 1989 is well known. Foreign languages are late into the process, compared to other professional groups. As Phillips pointed out in her opening statement, "Key is the fact that the standards are to be content-related, challenging, descriptive, and amenable to assessment." The standards task force met in Hartford (CT) and St. Louis (MO) and has reviewed responses from individuals as well as constituent foreign language organizations. The "belief" statement published on page 3 and sent to members of ACTFL, AATF, AATG, and AATSP is continually undergoing revision

(Continued on page 7)

Habarai Za Kiswahili *from page 1*

less commonly taught languages. The development of materials assumes that the author is familiar with the student, the language, and the methods of instruction. In the past, most materials were written by linguists for adults using grammar-translation or audio-lingual methods of instruction. Consequently, the Swahili teachers spent an enormous amount of time creating authentic, communicative activities for each lesson.

Curriculum goals. Although most of the materials focus on novice level instruction, each activity must have a communicative context for the appropriate age level. These materials should include the four language skills of listening, speaking, reading, and writing, as well as cultural information. For Swahili children's literature as well as other materials, for thematic units at each school level are not currently available and need to be obtained.

Collaboration. Although most schools encourage collaboration with the classroom teacher, several Swahili instructors indicated that they needed additional time to interact with the teachers. This time could allow coordination of instruction on themes or interdisciplinary approaches. Presently, the curriculum remains tied to the Swahili instructors' capabilities, given the limited time that they have to work with the students.

Expectations. One of the issues instructors mentioned is their failure to communicate the goals of the course to students and parents. A clear definition of the acquisition expectations specifically for Swahili will diminish the frustration for all. Several coordinators indicated that teachers still need more training in the pacing of activities, group management, and the teaching of social skills. Their observations underscored the need for coordinators to articulate goals.

Schedules. Both the coordinators and instructors agreed that the schedules of one-hour or two-hour blocks per week or month provide insufficient time. Few instructors wanted to participate in these short contact programs because of the preparation and travel time needed for such a short classroom experience. In addition, the financial rewards were not substantial enough to encourage their continued participation.

Planning. All the instructors concurred on the need for meticulous planning. Developing short activities of not more than ten minutes with clear directions is critical in maintaining the interest of younger students. Furthermore, teachers report that visuals are essential in helping illustrate vocabulary and cultural concepts. Many of the instructors commented that they realized that they did not include sufficient comprehension checks in their lessons, thus, they often assumed that the students understood, when they did not. Their lack of experience with these age groups contributed to their misjudgment.

Several ideas are basic in the development of the curricular content. Activities should be short—no longer than 10-12 minutes—varied (learner styles), include visuals and humor, involve varied groups, have an overview, examples, and comprehension checks, be concrete, include action and movement, be primarily taught in Swahili (discipline, directions, comprehension checks, culture), include listening, speaking, reading, writing skills, and culture, and emphasize communication not recitation.

Pedagogical training. Instructors admit that training in foreign language pedagogy at the elementary and middle school levels would have helped them understand the needs of their students and their learning capabilities. Several instructors skillfully employed current foreign language methodology. Yet, under stress, they tend to fall back on a grammar translation or audio-lingual method. Only two instructors were familiar with pair work, language ladders, Gouin series, Total Physical Response, passwords, and culture capsules and clusters. Only three of the instructors had developed a lesson plan and unit prior to teaching in this program. Some instructors claimed frustration when they had to reteach topics of the previous lesson. The concept of spiraling information throughout a unit was not part of their repertoire. Under these circumstances, instructors need more time to collaborate with other instructors on an interdisciplinary unit.

Interest Questionnaires. None of the instructors indicated that they conducted an interest inventory prior to instruction. For this reason, they believe that they were not always connecting with the students' interests. Two of the instructors distributed a teacher/class evaluation form students at the end of the program as part of the program review. Both types of information would provide clues for improving the quality of instruction.

Current status. The Swahili program in Madison illustrates a fundamental issue regarding teacher preparation and community support. Most program coordinators are willing to include Swahili in the offering. However, when it does not attract sufficient numbers of targeted students, administrators become less supportive. It is critical for instructors to maintain clear lines of communication with administrators, parents, students, and community officials.

The African Studies Outreach Program anticipates that the University of Wisconsin extension programs will continue. In addition, two other Wisconsin programs have requested an instructor for the 1994 summer. A third potential summer program is through the Madison Metropolitan School District Summer School (middle school). Administrators of this option want to provide ongoing opportunities for students to continue their instruction during the academic year either at the middle school or high school. Therefore, they would like to see the high school program reinstated.

All of these options require funding. The burden of securing grants is with the African Studies Program. Several funding agencies are targeted for instructor salaries and materials. However, the funding assumes that the instructors are certified by language and age level. Therefore, the cooperation of the Department of African Languages and Literature with the School of Education and the Wisconsin Department of Public Instruction is crucial for Swahili programs in Madison.

In summary, a successful K-8 program for a less commonly-taught language requires the integration of these factors: cooperation of the school administration, enthusiasm of the community and parents, qualified instructors and substitutes, interested students, collaboration of other instructors, sufficient budget, well-planned curriculum and materials, articulation with other feeder programs, and appropriate class time.

The following people assisted in preparing this article: Kayla Chepyator, Betty Franklin, Magdalanea Hauner, Anne Lessick-Xiao, and Josphat Mweti. For a complete discussion and appendices, see History of Swahili Instruction in Madison, Wisconsin: K-12 Initiative. *(ERIC Document Reproduction Service No. FL 021 452).*

Resources for Your Classroom

Please submit directly to the appropriate resources editor any language-specific materials you would like considered for review. Other materials may be sent to the FLES News *editor for review.*

German

Die Ritterburg, vol. 9 of *Meyers kleine Kinderbibliothek* (1992). S. G. Schönfeldt, Trans. Mannheim: Bibliographisches Institüt & F. A. Brockhaus AG. (Original work published in French, 1990). Available from International Book Import Service, 2995 Wall Triana Highway, Huntsville, AL 35824-1532 (800-277-4247). Approximately $9.00; price does not include shipping and handling.

Die Ritterburg, volume 9 of *Meyers kleine Kinderbibliothek*, is a delightful book providing insight into the culture of the Middle Ages. The transparent pages reveal the architecture of the castle as well as inner workings of the castle's social structure. Children are taken on a tour of the castle, which includes visits to the bed chamber, the kitchen, and the dungeon. Along the way, the children encounter a juggler and a dancing bear entertaining the nobles at mealtime, as well as knights and their squires preparing for an enemy attack. This volume ends with a picture of castle ruins that have survived to today and encourages the children to think about how different their life is from life in the Middle Ages.

Meyers kleine Kinderbibliothek currently includes seventeen volumes of science-oriented picture books for children. The books include special transparent pages that allow the young reader to see the inner workings of things. In the various volumes children can explore the interior of a castle, an animal's skeleton, the development of a chick embryo, an airplane's cockpit, or get an inside view of our earth—bugs and all. These special transparent pages turn the books into a type of hide-and-seek game for the reader, thereby encouraging children to question what lies below the surface. The simple language and beautiful illustrations, along with the playful approach to learning, make these books a valuable resource for any FLES classroom.

Other volumes in the series are: *Das Ei, Das Wetter, Der Marienkäfer, Die Farbe, Das Auto, Unter der Erde, Der Elefant, Das Flugzeug, Die Blume, Der Vogel, Der Apfel, Die Maus, Das Haus, Das Schiff, Der Bauernhof,* and *Am Fluss.* All the volumes are visually stimulating for the teacher and students alike. *Meyers kleine Kinderbibliothek* provides a wealth of supplementary materials for all levels of FLES, extending into the middle school.

German Resources Editor: Cindy Sizemore

French

Donato, R., Fall, T., Gall, R. (1993). *Legends and Language Learning: Bringing Africa to the French Classroom.* Available from Curriculum Department, Pittsburgh Public Schools, 341 S. Bellefield Ave., Pittsburgh, PA 15213. Request should be made on school letterhead. Include a check for $15.00, payable to School District of Pittsburgh. Price includes shipping and handling.

This wonderful curriculum guide, 406 pages long and produced by teachers in the Pittsburgh Public School under a National Endowment for the Humanities grant, comes at just the right time. There are few materials available to the growing number of French teachers who are looking to expand their curriculum beyond the borders of Europe. This guide, for grades 1 through 8, approaches the teaching of language and culture through authentic West African folktales. The nine units were field tested on children and produced by classroom teachers with the assistance of experts in the field.

Using storytelling as the medium of instruction not only engages children's attention but provides an authentic cultural experience. In this guide, each unit is organized around an African folktale chosen for its content and adapted to the age-level of the students. The units are organized so that anyone, even those of us who have never before told stories in the classroom, can have a rich and successful experience. Each unit contains the story itself, plenty of pre- and post-learning activities, procedures for evaluation (including portfolio evaluation), vocabulary lists, lots of visuals and hand-outs. A technique, entirely new to me, called "story skeleton" especially engaged my interest. There are mind-stretching and language-rich communicative activities for each story. An interesting appendix offers a framework for creating your own storytelling and there is an extensive list of resources. The visuals include maps and line drawings that reflect the African context of the story. This curriculum is an indispensable addition to what I hope will become a growing list of materials about Francophone Africa for young students.

See an example of one of the units on page 4. ED.

French Resources Editor: Myriam Chapman

Standards Project *from page 3*

other?

5. Given that the National Assessment of Educational Progress (NAEP) intends to assess students primarily at grades 4, 8, and 12, should our assessments be developed to coincide with this model? Why or why not?

6. Significant work has been done by the profession on competency assessment of second language proficiencies. In addition to skills, what content areas should be addressed in the standards?

7. What other issues should the task force consider as it develops the framework for national standards?

New for 1994 from Educational Extension Systems

The 1994 World Calendar—For classes dealing with multiculturalism, global awareness, foreign language, ESL classes. A multicultural and multilingual instruction aid developed in six languages within one publication: English, French, German, Spanish, Japanese, and Arabic—includes the national, civic, and religious holidays of all major religions of over 120 nations. Each photo caption, day, month, and many holidays are in multiple languages plus ancillary material to help the teacher. A teacher's guide is also available.

The 1994 Ethnic Cultures of America Calendar—A very useful teaching aid for use in classroom discussion and other efforts in the field of Ethnic Diversity. The publication illustrates and identifies 106 different U.S. ethnic groups and shows them celebrating their ethnicity through cultural and religious holidays. The holidays of the 106 ethnic groups are included. The publication also contains information about where ethnic groups came from, what constitutes an ethnic group, what is the common culture of America, where new groups are coming from, as well as ethnic census data, and much more.

Each calendar costs $14.50 including postage and handling. Discounts for bulk orders are available.

The 1994 Cultural and Festival Days of the World Poster—A 22" by 35" poster produced in four colors contains a listing by month, by date, by name of holiday, and the country of the world in which it is being celebrated. It is excellent as a teaching aid for global awareness and multiculturalism as well as classroom and school bulletin boards. The poster contains a different theme each year. The poster cost is $9.95, which includes postage and a teacher's guide. Discounts are available for bulk orders.

Send order to Educational Extension Systems, P. O. Box 259 Dept. A, Clarks Summit, PA 18411 (800-447-8561).

Membership Form (1993–1994)

FLES News, National Network for Early Language Learning (NNELL)

Please enroll me as a member of the National Network for Early Language Learning and send me a one-year subscription to *FLES News*. I am enclosing my check for $12.00. Overseas rate is $15.00. (Make checks payable to NNELL.)

Name: _____

Title or grade level: _____

School or affiliation: _____

Mailing address: _____

City, State, & Zip: _____

Check whether this address is _____ Home _____ School

_____ Check here if this is a renewal. _____ Check here if this is a change of address from last year.

Mail check (no purchase orders accepted) and this order form to: Nancy Rhodes, Executive Secretary, National Network for Early Language Learning, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037

Children's Classroom Creations

かめはほんばこのうえにいます。かめはかめのしたにいます。テレビはかめのうえにあります。いぬはほんばこのうしろにいます。ねこはとりのまえにいます。かめはいすのしたにいます。

Seth Splawski
Grade 6
St. Mark's School of Texas
Japanese Program
Donna Mullett, Japanese Teacher

FLES News enjoys including children's work in the second language. We encourage you to send works that lend themselves to copying, such as line drawings, short stories, or poems. If you would like a work returned to you, please enclose a stamped self-addressed envelope. Please include the child's name, age, school, and teacher's name, as well as written permission from the child and his or her parents or guardians. Send the original copy of children's work to the editor, Marcia Rosenbusch.

Marcia H. Rosenbusch, Editor
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FLES NEWS

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING

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Writing Big Books in Chile— An NEH Fellowship

Christi Rentsch de Moraga
Farmington Public Schools
Farmington, CT

Observing that big books are a big hit in school with kindergartners and first graders who are learning to read, I explored the use of big books in my elementary school foreign language classes. I discovered they work like magic. I found, however, that there were few big books in Spanish on the market that really fit the needs of my curriculum. Being adventuresome, I submitted a project plan to the National Endowment for the Humanities (NEH) to write five big books in Chile to teach both language and culture. My project was accepted and I spent six weeks in Chile working with two artists on the production of big books for use in my classroom.

With fresh memories of Chile and feeling exhilaration from having put together my five books, I write this article now to share various aspects of my fellowship with other elementary school foreign language teachers, with the hopes that they, too, will develop a project for professional development abroad. I will offer pointers for writing a solid and convincing project plan, put big books in the context of the Whole Language movement, and describe my personal process and product.

The NEH Fellowship is a fabulous opportunity for K-12 teachers and I strongly recommend that elementary school foreign language teachers apply. Since I received this honor, I have felt increased respect from parents in my community. In Chile, I was received warmly by almost everyone. I believe that being sponsored by a national grant opened doors for me. If any readers entertain the idea of writing a project themselves, I offer them the following advice:

- Find a project you are interested in and would consider doing even without a fellowship.
- Develop a project that can be implemented in your elementary school foreign language classroom.
- Relate your plan to the humanities.
- Prove that you have some connections in the country of your destination (either with a university or with a contact family).
- Provide solid recommendations from your principal and one other person—perhaps a member of your board of education or a parent.

Once I was notified that I had received the grant, I set to work writing the texts for my five books. Having taught fourth, fifth, and sixth graders in Marlborough, CT, for five years, I had a good handle on how to strike a balance between the amount of familiar vocabulary and new language and how to use pictorial cues to clarify meaning. I took a close look at big books in English and Spanish to make sure I understood the genre. Big books are fun, they usually rhyme, they are definitely rhythmical, and are often predictable. I love writing rhymes so preparing the text was fun for me. I noticed that most big books have the length of 16 pages and I feel that is about right for an elementary school foreign language class.

Big books have become part of the Whole Language movement that is shaping language teaching in our nation's schools. The Whole Language movement considers reading and writing a natural outgrowth of oral language development and emphasizes the importance of situation to meaning-making (Manning & Manning, 1992). Big books are great for teaching meaningful reading and writing in both the first and second languages. Between the pictures, the rhymes, the predictability, and the story line, children have lots of cues to rely on for inferring meaning.

Big books got started in New Zealand. Ironically, big books were used for second language acquisition from the very beginning in an immersion setting—Maori and Polynesian children migrating to the cities of New Zealand needed supplemental reading. In the early 1970s some teachers wanted to reproduce for these children the joy and security felt by a child listening to a story while sitting on a parent's lap. They discovered that by using books loved by children (often rhythmical), they could nearly reproduce the intimate bedtime story experience with 30 children in the class by enlarging the print and blowing up the pictures (Holdaway, 1992). Hence, the birth of the big book!

Big books are well received by elementary school language students because the pictures are colorful and interesting, the rhymes are fun to say and hear, and the predictability provides motivation to

(Continued on page 4)

Notes from the President

As we begin a new year, the National Network for Early Language Learning continues to move forward. Thanks to the phenomenal effort and dedication of Past President Carolyn Andrade, the organization is stronger than ever. Among other accomplishments during her tenure, we now have comprehensive organizational handbooks that document all aspects of our organization, and NNELL became an affiliate of the American Council on the Teaching of Foreign Languages.

My personal goals for the organization are:

- to increase membership in NNELL to strengthen support for early foreign language learning;
- to develop stronger ties with colleges and universities to help them understand the importance of teacher training in FLES. This includes formalizing the field of FLES by pursuing the creation of a referred journal in FLES;
- to provide information to the foreign language consultants of state departments of public instruction for the purpose of increasing their support for early language learning;
- to strengthen communication and ties with other organizations interested in teaching foreign languages to children;
- to increase involvement of the membership in the organization.

Both at the NNELL Board Meeting and at the NNELL Networking Session held at ACTFL in San Antonio, we announced the appointments of ten new committee chairpersons (please see the announcement in this issue). The fact that committee chairpersons will serve for multiple years helps provide a continuity that will strengthen NNELL and assist in meeting our goals.

One of the goals established for the regional representatives of NNELL will be to organize NNELL networking sessions at each state's foreign language association meeting. If you are interested in organizing such a meeting in your state, please contact your regional representative.

During these days of interest in standards and assessment we all need to continue our support for foreign languages offered in a comprehensive, articulated way in our elementary schools. We must put forth a united front to achieve our common goal, that of providing quality instruction of other languages and cultures to all children. To this end, the NNELL Board has prepared a position statement which has been sent to the members of the Student Standards K-12 Task Force (see p. 7). The NNELL Board encourages you to send your views on student standards to the task force at Standards Project c/o ACTFL, 6 Executive Plaza, Yonkers, NY 10801.

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FLES† News is a newsletter for educators interested in providing quality foreign language instruction for children. The newsletter provides information on classroom activities, resources, teaching methods, recent research, upcoming conferences, and information on how to publicize elementary foreign language programs. *FLES News* provides a means of sharing information, ideas, and concerns among teachers, administrators, researchers, and others who are interested in the teaching of foreign languages to young children.

FLES News is published three times a year (fall, winter, and spring) by the National Network for Early Language Learning (NNELL): *Editor* Marcia Rosenbusch, Dept. of Foreign Languages and Literatures, 300 Pearson Hall, Iowa State University, Ames, IA 50011. NNELL executive committee members are: *President* Audrey Heining-Boynton, Foreign Language Education, CB #3500 Peabody Hall, The U. of NC at Chapel Hill, Chapel Hill, NC 27599-3500; *First Vice-President* Marl Haas, Teachers College, Columbia University, 525 W. 120th St., Box 201, New York, NY 10027; *Second Vice-President* Eileen Lorenz, Montgomery County Public Schools, 850 Hungerford Dr., Rockville, MD 20850; *Secretary* Patty Ryerson, Wellington School, 3650 Reed Rd., Columbus, OH 43220; *Treasurer* Sonia Torres, Morrisville Elementary School, 1519 Morrisville Pkway, Morrisville, NC 27560; *Acting Past-President* Carol Ann Pesola, Concordia College, 901 Eighth St. S., Morhead, MN 56562, *Executive Secretary* Nancy Rhodes, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037.

Committee appointments are: *Bylaws* Maureen Regan-Baker, 2120 N. Clark, Chicago, IL 60614; *Membership/publicity* Virginia Gramer, Hinsdale Elementary School, 210 N. Madison, Hinsdale, IL 60512 and Anita LaTorre, 906 Queensbury Circle, Durham, NC 27713; *Political action* Gilda Oran-Saperstein, 91 First Ave., Kingston, PA 18704; *Central States Conference representative* Debbie Wilburn, 10157 Allston Dr., Pickerington, OH 43147; *Pacific Northwest Council representative* Jo Ann Olliphant, 11004 11th St. SW, Tacoma, WA 98498; *Northeast Conference representative* Harriet Barnett, 255 Clinton Ave., Dobbs Ferry, NY 10522; *Southern Conference representative* Carine Feyten, U. of S. Florida, College of Education, EDU 306H, Tampa, FL 33620-5650.

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Membership dues for NNELL, which include a subscription to *FLES News*, are $12/year ($15 overseas). Please send your check to: Nancy Rhodes, Executive Secretary, National Network for Early Language Learning, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037.

FLES News wants to hear from its readers. Send letters to: Marcia H. Rosenbusch, Editor, Department of Foreign Languages and Literatures, 300 Pearson Hall, Iowa State University, Ames, IA 50011. Send contributions to be considered for publication to the appropriate contributing editors at the addresses listed above. Deadlines for information are: fall issue—May 1; winter issue—Nov. 1; spring issue—Feb. 1.

Readers are encouraged to make copies of this newsletter and share them with colleagues. Articles may be reprinted citing *FLES News*, National Network for Early Language Learning, as the source.

†Foreign Language in the Elementary School

Brochure on FLES is Announced

The National FLES Commission of the American Association of French and the National FLES Committee of the American Association of Spanish and Portuguese offer a new color brochure on elementary school foreign language programs. The brochure includes rationale for programs, program definitions, and testimonials from administrators, teachers, and parents. Cost for multiple copies of the brochure are: $1 each (1-9 copies), $.65 each (10-99 copies), $.50 each (more than 100 copies). Available from National AATF, 57 E. Armory Dr., Champaign, IL 61820 or National AATSP, University of Northern Colorado, Greeley, CO 80639.

NNELL Networking Discussion Groups Report

The annual National Network for Early Language Learning (NNELL) networking session was held in San Antonio, November 21, 1993, at the American Council on the Teaching of Foreign Languages (ACTFL) Conference. The networking session brought together foreign language educators from across the country to discuss ideas and strategies for strengthening foreign language education in the elementary schools. The session began with a brief introduction to NNELL, its officers, regional representatives, and committee chairs. Following the introduction, attendees had an opportunity to propose topics regarding elementary foreign language education that were of most interest to them. Discussion groups were formed based on mutual interest in specific topics. Each group was charged with bringing up concerns related to the chosen topic and also with suggesting possible means of addressing those concerns. The following is a summary of each group's discussion.

Current Issues: National Standards and Project 2017

Foreign language educators of the elementary school level need to provide input into the definition of national foreign language standards, since the standards being developed will likely have a long-term effect on foreign language education in the United States. One hundred years ago, a standard of two years of foreign language instruction at the high school level was established in the U.S. Two years of instruction is still, to this day, the most common pattern for instruction in our public schools.

Those on the standards task force are currently discussing whether the standards they propose will be descriptive of the current state of foreign language education or whether the standards should seek to define the ideal foreign language program. The discussion group urges elementary school foreign language educators to write to ACTFL to advocate an early start and a long sequence for language learning. The group further recommends that NNELL make an official statement to the ACTFL standards committee (see NNELL statement, p. 7).

Keeping Programs Alive: Promotion

Program promotion needs to be an all-the-time activity that reaches parents, administrators, and colleagues both in and outside of the field of foreign languages. Different groups need to be approached in differing ways. Administrators are often receptive to research on the benefits of foreign language study in such areas as cognitive development, reading, and the use of both hemispheres of the brain. Efforts should be made to provide non-foreign language classroom teachers with background information and/or experience in foreign language education to help them understand these programs. Activities can be planned through which the students become ambassadors for the program both in the home and in the community.

Assessment: Student Performance

Concerns raised by the group included the questions: What techniques are currently being used? How much class time should be devoted to assessment? How do you compensate the amount of curriculum to accommodate the time used for assessment? The response to these questions first involves writing goals that lead toward assessment, making clear what is to be assessed and demonstrating how that assessment is likely to be carried out. Techniques suggested include paper/pencil listening comprehension tests, keeping a tally of the number of times each student participates during class, and using checklists with descriptors of performance levels on specific language use tasks. Assessment can often take place during regular classroom activities, and need not require separate assessment days, which are difficult to fit into a very limited time schedule.

Another question discussed was how to report assessment on a report card. The group suggests that wherever possible, reporting should avoid the traditional A-B-C system, since foreign language teachers usually do not have enough time with their students to be that specific in their grading. One system suggested has three choices of marks: M (meets expectations), N (needs to improve), I (improving). The system focused the assessment in three areas: academic, participation, and citizenship.

The group encourages foreign languages educators to share what they are doing in regard to student assessment to provide support for each other and to improve the general quality of early foreign language student assessment.

Starting Programs

The group felt that elementary school foreign language programs should hold classes at least three times per week for 25 minutes each class period. The question of at which grade level should programs begin depends on how the elementary program will articulate with the secondary program. For example, if only two years of elementary school classes will be possible in a district, it would be advisable to implement the program in grades 5 and 6 because the classes could be articulated with the existing secondary program. A very important consideration for program development is that the foreign language curriculum be integrated with the curriculum of a school, rather than isolated from it. In regard to materials, the group advises first reviewing materials from established programs, such as the program in Ferndale, Michigan.

Curriculum and Materials

It is difficult to take one text and expect it to serve effectively as the curriculum. Therefore this group recommends an eclectic approach to curriculum, combining published materials from a variety of sources with teacher-made materials. Some titles of books and texts mentioned by the group as especially useful include: *A Big Fish Story* and others from Children's Press Books in Chicago, Illinois; Hampton Brown Books from California; *Brown Bear*, by Bill Martin; Bravo Bravo Series from Santillana; *Total Physical Fun* by Jo Ann Olliphant, available through Kiosk; and *Viva el Español* from National Textbook Company.

There is concern about what to do with native speakers in an elementary school foreign language class. The group suggests providing opportunities for these children to act as helpers and teachers in the class. The teacher also needs to provide opportunities for the individual reading and writing growth of these students. Activities might include writing post cards or letters, or asking their parents to tell a traditional story. Suggested resources are magazines from Midwest European Publishing Company and from Scholastic; *Mi Globo*, a newspaper from California; and *Welcome to Spanish* from National Textbook Company.

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Writing Big Books in Chile *from page 1*

continue reading to see what will come next. They can be used to teach vocabulary and chosen structures, as well as to provide one of the children's early reading experiences in a foreign language. Since I firmly believe that culture plays an important role in language learning, I searched for big books that teach culture through the pictures and text. Many of the books in Spanish are simply translations of familiar fairy tales. Two that I do like for quality of story, cultural authenticity, and beautiful artwork are *Seré Mariachi* (Avalos, 1989) and *La Piñata* (Daddazio, 1989).

I decided that my big books would focus on teaching culture. Therefore, I identified five different cultural aspects of Chilean life from a child's point of view: three on mainstream Chilean culture, and two on minority groups—Easter Islanders and Mapuche Indians. Furthermore, each big book would linguistically concentrate on an interrogative —¿Cuándo?, ¿Dónde?, ¿Qué?, ¿Quién?, and ¿Por Qué? Each book in the series is progressively more difficult in terms of language and cultural understanding. I entitled my books *¿Cuándo es la fiesta?* (When is the Party?), *¿Adónde vas Guille?* (Where are You Going Guille?), *¿Qué? Mis vacaciones en Chile* (What? My Chilean Vacation), *Quién vive en la Isla de Pascua?* (Who Lives on Easter Island?), and *¿Por qué son así?* (Why Are They Like That?).

While I feel comfortable writing rhymes in Spanish (with checks and cross checks for linguistic flow, correctness, and cultural authenticity from my husband, who is Chilean), I recognize that I am not an artist. I felt that a vital part of making my books a success would be to find the right artist. During the process I realized that five books were too many for one artist to illustrate, so I hired a second one. The end result was three books illustrated by an artist who uses magic marker (later to be reproduced on the color copier in the U.S.) and two illustrated by a silkscreener who made the reproductions in his workshop. By contracting Chilean artists and working with them closely, I succeeded in producing beautiful color pictures that are appealing to children. They are authentically Chilean with regard to scenery, clothing, and details. For example, the dancers on the cover of *¿Cuándo es la fiesta?* are clearly Chileans dancing the *cueca*.

All my big books were recorded on tape by children in Chile, so that not only the pictures are authentic, but the voices are, too. Children in my classes in Connecticut are interested in hearing native Spanish-speaking children. Also, a little music is included in each cassette which is culturally matched to each theme. The cassettes also provide the possibility of repetition for pronunciation, since on side B native speakers leave pauses for repetition.

The first book, *¿Cuándo es la fiesta?* (When is the Party?), is about September 18th, the Chilean independence day. North American children should know that people in other countries are also proud of their nations. They will discover many typical Chilean customs through this simple story. On this special day, Chileans eat "empanadas," dance "la cueca," and fly kites. There is a very predictable pattern to the dialogue between grandmother and grandson in which only the third line changes on each page:

"Abuelita, Abuelita. (Granny, Granny.) *Díme nieto, Chocho.* (Tell me grandson, Chocho.) *¿Cuándo vamos a comer empanadas?* (When are we going to eat *empanadas*?) *Mi hijito, el día dieciocho.* (My little son, on the eighteenth day.) *Abuelita, Abuelita.* (Granny, Granny.) *Díme nieto, Chocho.* (Tell me grandson, Chocho.) *¿Cuándo vamos a bailar la cueca?* (When are we going to dance the *cueca*?) *Mi hijito, el día dieciocho.* (My little son, on the eighteenth day.)

The second book is an interview with Guille, a boy from Santiago. The interviewer finds out that Guille goes to school, plays soccer, and goes home to eat dinner with his family. Many typical questions covered in elementary school foreign language classes appear in this book: *¿Cómo te llamas?, ¿De dónde eres?, ¿Dónde vives?* (What is your name? Where are you from? Where do you live?) Through the pictures, North Americans learn that Chilean children wear uniforms in school, some go to school by metro, the school is referred to by a number rather than a name, soccer is a popular sport, and the *cazuela* (casserole) has whole pieces of chicken and potatoes instead of cut-up pieces. Here is a sample:

"Después del futbol (After soccer), *¿Adónde vas?* (Where do you go?) *A mi casa voy.* (To my home I go.), *Es hora de comer.* (It's time to eat.), *¡Qué contento estoy!* (How happy I am!)

Book number III teaches the interrogative *¿Qué?* (What?) and covers the theme of cousins spending their summer vacation at the beach. It emphasizes that the summer months are January and February. What do children do at the beach? They swim, fish, run, play, read, eat and make campfires. Here is the text from page 10:

Luisa: *¿Qué vas a hacer hoy?* (What are you going to do today?)

Aldo: *Todo el día a la playa voy.* (All day I'm going to the beach.) *Voy a nadar. Voy a pescar.* (I am going to swim. I am going to fish.) *Con mis primos voy a jugar.* (With my cousins I am going to play.)

Luisa: *¡Estas son mis vacaciones!* (This is my vacation!)

The fourth and fifth books are really content-based teaching materials because each covers topics that could be considered social studies. *¿Quién vive en la Isla de Pascua?* (Who lives on Easter Island?) piques the students' curiosity by exploring the mysteries of Easter Island. Some of the lines here are like tongue twisters: *Nadie sabe, ni yo ni tú.* (Nobody knows, neither you nor I.) *Cada cabeza está sobre su ahú.* (Each head is over its pedestal.) *Delante del volcán Rano Rarakú.* (Before the volcano Rano Rarakú.) *Cada cabeza está sobre su ahú.* (Each head is over its pedestal.) *Delante de los volcanes Aroi y Kaú.* (Before the volcanos Aroi and Kaú.) *Ahú* is the pedestal on which the giant heads rest. A beautiful map is provided for the students to point out the volcanoes through Total Physical Response (TPR) commands.

My favorite book is the last: *¿Por qué son así? Los Indios Mapuches de Chile* (Why are they like that? The Mapuche Indians of Chile). It is the one I researched the most before and during my stay in Chile and the one that I believe is pictorially the most breathtaking. The story is about Lilí, a Chilean girl, who wants to understand more about the Mapuches, a minority group in her country. She meets Lautaro, a Mapuche, who takes her to meet the "Machi" (a shaman) because the library could not give good answers. This book takes cross-cultural understanding further than the previous four. Even though we do not always have the answers, we need to ask why, to try to understand people who are different from ourselves. The book opens up room for student research on the Mapuches and their fight for land. Mapudungun is the language spoken by this indigenous group. Following is an excerpt demonstrating how Mapudungun is interspersed with Spanish to emphasize that not only "castellano" is spoken in South America. The "kultrún" is the Machi's magical drum for communicating with the gods.

Lilí: *¿Por qué la Machi toca kultrún?* (Why does the shaman play the *kultrún*?)

Lautaro: *Porque toca kultrún en la machitún.* (Because she plays the *kultrún* in the *machitún*.) *Ella baila, canta y toca kultrún* (She dances, sings, and plays the *kultrún*.) *En la ceremonia secreta de la*

(Continued on page 5)

Writing Big Books in Chile *from page 4*

dances, sings, and plays the *kultrún*.) *En la ceremonia secreta de la machiluwún.* (In the secret ceremony of the *machiluwún*.)

In the figure below, you see the Machi playing the kultrún *and also see her sacred ladder and plants. The flower is the* copihue, *the national flower of Chile. The volcano also situates the character in southern Chile.*

¡AKUTUN aKUTUN! ¡Ayuwi Tani piuke!

On the sixteenth page of each book, there is a pedagogical question that serves for holistic comprehension assessment. The question for this final book is *"¿Qué sabes tú de los mapuches ahora?"* (What do you know about the Mapuches now?)

When reading a big book in class, I usually discuss the picture on the cover and the title first. Traditionally, students sit on the floor to hear big book readings. This may or may not be feasible in your classroom setting. Next, I open the book to the first page with text and read it with a pointer. Since I will have already gone over principal vocabulary, I will often point to the illustration to reinforce the words. Then the whole class reads the lines in chorus. If an individual student wants to read, he or she may do so at this time. Then we go on to the next page and look for a pattern in the language if there is one.

In classes with children learning to read for the first time, it is customary to provide each child with a little book that matches the big book. If the children do make little books, they can illustrate them themselves. The book can then be read again while listening to the cassette. Most of the books can be acted out as a role play situation. Geography plays a part in all the books. Activities as simple as TPR can be used to point out a place on the map, or students can learn to follow directions—left, right, etc.—using *Plano de Santiago* (map of Santiago) in book II. Different patterns of the *kultrún* were provided in book V for the children to make, or at least draw, instruments.

I wrote my books, in part, to teach Chilean culture, a part of culture not usually included in Spanish class. After all, the Spanish-speaking countries usually introduced are limited to Mexico, Spain, and more recently Puerto Rico. The Indians introduced (if touched upon at all) are the Aztecs, Mayas, and maybe the Incas. In my five books, I present aspects of Chilean life and two indigenous groups. While the Easter Island book is really more about the mystery of the moaís, it leaves room for student research on the Pascuenses. The Mapuches are the people on whom I feel I really wanted to concentrate for my humanities focus for the NEH proposal. I am personally interested in the Mapuches and I have studied them at the University of Connecticut in the Latin American Studies Program. During my stay in Chile, I went south by train (twelve hours) to Temuco in order to meet, interview, and research Mapuches. I also bought books, videos, clothes, and realia so I could put together a Mapuche unit for my students.

Yes, I want to teach culture, but I learned a lot of culture, too. During the fellowship, I often felt that I had to balance three professions in order to be successful: detective, anthropologist, and troubadour. Let me explain. As detective, I had to be persistent, turn over every stone, follow up on leads, discard those that did not work, and pursue new trails. As anthropologist, I was sensitive not to step culturally on someone else's toes. I had to be very patient and accept the fact that even though I thought I was familiar with Chilean culture (having traveled there before and being married to a Chilean) I still had things to learn. I had to remember not to be a pushy detective, and even more, not to be a pushy North American, because people were quick to point that out to me. It meant waiting a little more for some things and accepting that some things had to be different from the way I envisioned they would be. As troubadour, or better yet, traditional Chilean *payador*, I had to know how to improvise my lines and take everything with a little humor. My husband took me to a festival of *payadores* and I was so impressed with how these musicians could improvise on any topic suggested to them from the audience, and could make perfect rhymes that were always clever and humorous (admittedly I did not always catch the "in" Chilean joke, but the audience roared). I admired the *payadores* because I had labored so much over my simple rhymes for children, while their inspiration and production took only seconds! I learned I had to be like the *payadores* and be able to take any snippet of information and roll with it. Sometimes if moments just appeared out of nowhere, I had to "seize" them as suggested in the movie, *Dead Poet's Society*. In life, and especially in a foreign culture, some moments do not work out, but others do—and even better—so I tried not to miss them. I seized a lot of moments!

My big books can be added to a growing list of children's literature in Spanish. Writing five books and dealing with two artists was a challenging but rewarding project, and I feel a sense of accomplishment as I actually use these books in my classes. Once again, I encourage readers to develop their own projects and to apply to NEH or other grants for foreign language teachers. While we are stretching our students for oral proficiency, we teachers need time abroad to accelerate our own oral proficiency, and sharpen our cultural sensitivity in a way no book, article, or lecture can do on U.S. soil.

For more information on the NEH Summer Fellowship Program for Foreign Language Teachers K-12, contact NEH Fellowship Program for FL Teachers K-12, Connecticut College, 270 Mohegan Avenue, New London, CT 06320-4196 (203-439-2282). Also see *FLES News* 6(1) p. 7 and 6(3) p. 5. *For information on purchasing these big books and cassettes, please write to Trigal Sound, 18 Flood Road, Marlborough, CT 06447.*

(Continued on page 7)

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Conference Calendar

International, national, and regional conferences and workshops are previewed in this section of the newsletter. Please send information on conferences and workshops to the Conferences editor: Susan Walker, 4560 Ohio Ave., St. Louis, MO63111.

1994 CONFERENCES

February 24-26: **Southern Conference on Language Teaching.** Lee Bradley, Valdosta State College, Valdosta, GA 31698 (912-333-7358).

March 4-5: **Putting Articulation into Practice: Foreign Languages K-16 and Across the Curriculum.** (Sponsored by Peace College and the Wake County Collaborative.) Raleigh, NC. Anne Fountain, Peace College, Raleigh, NC 27604-1194 (919-832-2881).

March 10-12: **7th Conference on Second/Foreign Language Acquisition by Children.** Tulsa, OK. Rosemarie Benya, P. O. Box 2053, Ada, OK 74821 (405-332-8000).

March 31-April 3: **Southwest Conference on Language Teaching.** Salt Lake City, UT. Joann K. Pompa, Mountain Pointe High School, 4201 East Knox Rd., Phoenix, AZ 85044 (602-759-8449).

April 7-10: **Northeast Conference on the Teaching of Foreign Languages.** Northeast Conference Information, St. Michael's College, Dupont Hall, 29 Ethan Allen Avenue, Colchester, VT 05439 (802-655-0558).

April21-24: **Central States Conference on the Teaching of Foreign Languages.** Kansas City, MO. Jody Thrush, CSC Executive Director, 3550 Anderson St., Madison, WI 53704 (608-246-6573).

May 12-14: **Pacific Northwest Council on Foreign Languages.** Missoula, MT. PNCFL, Foreign Languages & Literatures, Oregon State University, Kidder Hall 210, Corvallis, OR 97331-4603 (503-737-2146).

October 21-24: **Advocates for Language Learning Conference.** (Hosted by the Washington Metro Chapter of A.L.L.) Greenbelt, MD. Pat Barr-Harrison (301-386-1519; Fax 301-386-1565. Proposal deadline: June 1, 1994.

November 18-20: **American Council on the Teaching of Foreign Languages.** Atlanta, GA. ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801 (914-963-8830).

1994 SUMMER COURSES AND WORKSHOPS

June 13-July 8: **Methods for Teaching Foreign Languages in the Elementary School.** Concordia College, Moorhead, MN. Carol Ann Pesola, Education Department, Concordia College, Moorhead, MN 56562 (218-299-4511).

June 29-August 4: **Project Pluma: Writing Through Content in the 4th-12th Grade Spanish Class.** (For teachers within 100 miles of New York City.) Teachers College, Columbia University, New York, NY. Mari Haas, Institute for Urban and Minority Education, Teachers College, Columbia University, 525 West 120th Street, Box 201, New York, NY 10027 (212-678-3817).

July 6-19: **Teaching Foreign Languages to Young Students, A Summer Institute at Teachers College, Columbia University for Teachers of Foreign Languages in the Elementary School (K-8).** Mari Haas, TFLYS, Teachers College, Box 201, New York, NY 10027 (212-678-3817).

July 7-15: **Workshop in Mexican Culture and Civilization.** Mérida, Mexico. Anne Fountain, Peace College, Raleigh, NC 27604-1194 (919-832-2881).

July 26-31: **The National FLES Institute of U.M.B.C.** University of Maryland, Baltimore County, MD. Gladys Lipton, U.M.B.C.-M.L.L., Baltimore, MD 21228 (301-231-0824).

CALL FOR PAPERS:

March30-April1, 1995: **The International Conference on Standards and Assessment.** Raleigh Durham International Airport, North Carolina. Audrey Heining-Boynton, CB #3500 Peabody Hall, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-3500. Proposal deadline: April 30, 1994.

Conferences Editor: Susan Walker

NNELL Announcements

The constitution for the National Network for Early Language Learning was ratified by the membership during the fall of 1993 election. NNELL members may request a copy of the constitution from the executive secretary, as well as a copy of the NNELL budget that was approved by the executive board during the November 19, 1993 meeting. The results of fall 1993 election for officers are as follows:

Second Vice President	Eileen Lorenz
Secretary	Patty Ryerson

Committee appointments approved by the executive board include the following:

Bylaws	Maureen Regan-Baker
Membership/publicity	Virginia Gramer and Anita LaTorre
Political Action	Gilda Oran-Saperstein

Regional Representatives:

Central States Conference	Debbie Wilburn
Pacific Northwest Council	Jo Ann Olliphant
Northeast Conference	Harriet Barnett
Southern Conference	Carine Feyten

Activities for Your Classroom

Teachers: *Please submit a favorite classroom activity for publication in* FLES News *by sending a description in the following format: Title, objective, materials, and procedure. You may include any pictures or drawings as illustrations. Send with your name, address, and telephone number to the Classroom Activities editor: Diane Fagin Adler, North Carolina State University, Dept. of Foreign Languages & Literatures, Box 8106, Raleigh, NC 27695-8106.*

Title: **It's in the Bag!**

Objective:

Students will learn the numbers 1-31, colors, months, holidays, birthdays, and brief biographical sketches of famous people while the classroom is visually enriched.

Materials:

Twelve-colored 8"x10 1/2" paper gift bags with handles; stick-on letters or markers; glue; index cards; long strips of ribbon; string; tissue paper.

Procedure:

Using stick-on letters or your own printing, label each paper gift bag with the following information in your target language: month of year (e.g., JANVIER); holiday(s) (e.g., le 1–JOUR DE L'AN, le 6–FETE DES ROIS). On the sides of the bag, place the number of the month (e.g., 1 for January, 2 for February, etc.). Write the color of the bag in a marker of that color on an index card to indicate the bag color (e.g., ROUGE) and glue to the bottom of the bag. On a tag, write the name of each student's birthday for that appropriate month. Also, add another tag and write a brief biographical sketch of a famous person from that culture who was born in that month. (For example, for December, I selected Louis Pasteur. I brought in a milk carton showing the word *Pasteurization* and we talked about Pasteur's impact on health today.) Attach these tags to the handles with a long ribbon so that information can be read to the students. Stuff the bags with tissue paper to "pouf" them. Attach strings to the handles and hang them from the ceiling.

What color and interest these bring to the classroom! Traveling teachers might bring a bag per month or create a bulletin board for Foreign Language Week. You might use these bags to introduce the future tense by discussing what might happen in future months or the past tense by discussing what has already happened. Teachers who are marginal artists can still have a stimulating and colorful room brimming with information and conversational possibilities by using these bags.

Contributor: Constance Alexandre
The Hockaday School
11500 Welch Road
Dallas, Texas 75229

Classroom Activities Editor: Diane Fagin Adler

NNELL Statement to the Student Standards K-12 Task Force

The National Network for Early Language Learning believes that student standards for foreign languages will significantly impact foreign language education well into the 21st century. It is imperative that these standards speak not only to the foreign language programs in existence today, but that they also define a framework for the future. To establish standards only at eighth and twelfth grades, but not at fourth grade, would be to limit the future of the profession to current practices.

The foreign language profession has declared that a high level of proficiency is an important goal for foreign language education. It is clear that to achieve more than a novice or intermediate level of proficiency requires many years of study in long, articulated sequences of intensive quality instruction. Forward-looking schools across the nation have successfully articulated K-12 sequences of instruction. To ignore the invaluable contribution these schools have made to the profession, and the enhanced level of proficiency attained by continuous quality foreign language education K-12, would be to ignore the future. Standards must be developed for programs that provide continuous education in foreign languages from kindergarten-twelfth grade.

The National Network for Early Language Learning urges the Student Standards K-12 Task Force to contemplate the historic significance of the standards they are defining. The ability of our nation's most valuable resource, our children, to participate fully and effectively as world citizens in the 21st century is clearly at stake.

Continuation of Big Book *from page 5*

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Manning, G., & Manning, M. (Eds.). (1992). *Whole language: Beliefs and practices, K-8*. Washington, DC: National Education Association.

Helena Curtain Receives Award for Leadership

Dorothea Bruschke
Chair of Awards Committee
Parkway School District
Chesterfield, Missouri

Helena Curtain was honored with the prestigious Florence Steiner Award for Leadership in Foreign Language Education, K-1, at the American Council on the Teaching of Foreign Languages annual awards luncheon held November 21, 1993, in San Antonio, Texas.

Helena coordinates the foreign language program in Milwaukee, Wisconsin, which has over 15,000 foreign language students and 190 foreign language teachers. In her district, she has implemented FLES programs, full and partial immersion programs, and foreign language sequences in grades 7-12. The foreign language programs in her district have become national models that are visited and studied regularly by foreign language professionals who want to develop programs in their own districts.

Helena has shared her ideas for foreign language program design, evaluation, and improvement with other foreign language educators innumerable conference presentations, workshops, and keynote addresses nationally and internationally. She has served as a consultant to school districts not only in this country but in Hong Kong, Japan, the Philippines, and Germany.

Upon accepting her award, Helena expressed the following:

> I started out my career with only one goal. I wanted to be a good teacher. I still have that goal and I am still striving for it. Along the way I have been lucky enough to be able to help others meet the same goal. I have been able to do that because I have had the good fortune to have some very powerful and wonderful mentors who had faith in me and who gave me so much. There are so many, that I can only name a few. I would like to thank Tony Gradisnik, Connie Knop, Frank Grittner, and Sandy Savignon for their faith in me and for their inspiration. I would also like to thank my dear colleague and collaborator, Carol Ann Pesola, and my wonderful friends who are here in this room. I am deeply humbled and honored to be receiving this award and I accept it in dedication to all the teachers with whom I have worked and from whom I learned so much.

Three NNELL members who have received the Florence Steiner Award for Leadership in Foreign Language Education, K-12. From left, Carol Ann Pesola (1988 recipient), Helena Curtain (1993 recipient), and Carolyn Andrade (1992 recipient).

Teacher Preparation Programs Examined

Fifteen foreign language and education specialists from the United States and Germany met in New York City in mid-October 1993 to discuss the preparation of elementary school foreign language teachers. This colloquium of educators, who represent several languages, language professional organizations, and general education, was organized and hosted by the American Association of Teachers of German (AATG) and the Goethe House New York. Attending were: Loren Alexander, Greg Duncan, Paul Garcia, Claudia Hahn-Raabe, Elizabeth Hoffman, Brigitte Jonen-Dittmar, Dieter Kirsch, Carol Ann Pesola, Pat Pillot, Nancy Rhodes, Marcia Rosenbusch, Lynn Sandstedt, Ed Scebold, Janet Towslee, and Helene Zimmer-Loew.

A main point of the discussion was the need for appropriate preparatory coursework and relevant experience for elementary school foreign language teaching majors. Colloquium participants noted there are too few elementary school foreign language teachers for the programs being implemented across the country. The following statement is a first step towards improved teacher development programs for prospective elementary school foreign language teachers:

> The study of a foreign language is a major vehicle by which we acquire information and understanding about other peoples and their cultures. In these times of a conscious affirmation of our nation's diversity and the rich fabric of our heritage, it is important that our school children begin to learn another language, as early as possible. It is then, as researches have demonstrated, that minds are most receptive and retentive. The development of such language learning programs for young pupils requires a substantive change in present practices and curricular offerings at colleges and universities that award teacher education degrees.

Traditionally, foreign language teacher preparation has been directed at the secondary education major. In coming years, the continuing growth of language study in the elementary school will mandate appropriate changes in language departments and in school or colleges of arts and sciences. Such changes begin with the instructors. Educators who possess a literary emphasis or research interest can gain theoretical and applied knowledge and personal experience in elementary school settings in order to share with the new teacher-major. For example, interested parties may contact their state or local school language coordinator for information on materials and programs, as well as for suggestions regarding experts who can assist them and consult on aspects of teacher education. Activities such as these will themselves foster and strengthen cooperation

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Benefits from ERIC

What is ERIC?

The ERIC Clearinghouse on Languages and Linguistics (ERIC/CLL), operated by the Center for Applied Linguistics, is one of a nationwide network of clearinghouses and adjunct clearinghouses funded by the U.S. Department of Education that constitute ERIC (Educational Resources Information Center). ERIC's objective is to make current developments in educational research, instructional methodology, and teacher/administrator training readily accessible to the public.

ERIC/CLL collects and disseminates information in the following areas: foreign language education (for both commonly and uncommonly taught languages), psycholinguistics and psychology of language learning, theoretical and applied linguistics, bilingualism and bilingual education, English as a second or foreign language, intercultural communication, and language teacher education.

ERIC/CLL is actively seeking teacher-developed classroom materials, curriculum guides, master's theses, and research reports to consider for inclusion in the ERIC database. Please submit any relevant materials you or your school district may have to the ERIC/CLL address that appears later.

ERIC Resources

The following resources are available on elementary school foreign language programs:

An Early Start: A Resource Book for Elementary School Foreign Language (1993). Helena Curtain. ($10.50, 88 Pages). Addresses many factors involved in establishing and maintaining elementary school foreign language programs and provides a number of useful addresses and resources.

Elementary School (K-8) Foreign Language Teacher Education Curriculum (1992). North Carolina Department of Public Instruction and Center for Applied Linguistics. ($8.00, 51 pages). Includes 14 competencies for elementary school foreign language teachers; instructional experiences, resources, and evaluation procedures for fulfilling these competencies; and a bibliography and resource list.

French in the Elementary School: A Content-Based Curriculum (1992). April Anderson. ($19.50, 159 pages). Includes sample unit plans, program goals, vocabulary scope and sequence charts, 17 units with masters and worksheets for photocopying, sample content-based lessons, and a bibliography and resource list.

Minibibliographies (2 pages each; free)

- Elementary School Foreign Language Program Descriptions
- Two-way Bilingual Education Programs

ERIC Digests (2 pages each; free)

- Developing Tomorrow's Teachers of World Languages
- Eight Approaches to Language Teaching
- Foreign Language Immersion Programs
- Implementing Middle School Foreign Language Programs
- Planning Middle School Foreign Language Programs
- Two-Way Language Development Programs

Ready-Made Computer Searches of the ERIC database (about 100 citations each; $10 each)

- Content-Based Language Instruction
- FLES Programs and Materials
- Foreign Language Immersion Programs
- Using Songs to Teach Second Languages

Send your order, including a self-addressed stamped (52-cent) envelope for every five free items requested to Craig Packard, ERIC/CLL, 1118 22nd St. NW, Washington, DC 20037. (Envelope not necessary when ordering computer searches or monographs. Prepayment is required.)

The National Network for Early Language Learning has just become an ERIC/CLL Partner, which means that NNELL will work closely with the ERIC Clearinghouse to build the ERIC database and disseminate ERIC information to as broad a range of constituents as possible.

The ERIC® Clearinghouse on Languages and Linguistics invites you to submit papers, reports, curricula or other materials for inclusion in the ERIC® database.

Submissions should be sent to:

Acquisitions Coordinator
ERIC/CLL
1118 22nd Street NW
Washington DC 20037

TEL: 202-429-9292
EMAIL: CAL@GUVAX.GEORGETOWN.EDU

Immersion List Available

The 1993 list of "Total and Partial Language Immersion Programs in U.S. Elementary Schools" is now available (free of charge). Please send request for list to: Lupe Hernández-Silva, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037. Tel. 202-429-9292.

Resources for Your Classroom

Please submit directly to the appropriate resources editor any language-specific materials you would like considered for review. Other materials may be sent to the FLES News *editor for review.*

German

Douvitas-Gamst, J., Xanthos, E., & Xanthos-Kretzschmer, S. (1980). *Das Deutschmobil*. München: Verlag Klett Edition Deutsch. For additional information contact Christiane Frederickson, 7327 Woodrow Dr., Oakland, CA 94611 (415-339-2721).

Deutschmobil features Milli and Willi Frog and their friend Dixi the witch. These three characters guide the students through the textbook and through the following two levels of the *Deutschmobil* series. The books are well-designed and the cartoon-like format is appealing to students. Integrated along with these cartoon illustrations are pictures of German children at school, home, play, and in the hospital.

Deutschmobil is organized around the themes of introductions, school, games and sports, family, home, Germany, animals, circus, food, hospital, and travel. The themes are interesting and relevant to children. Grammatical concepts seem to be the organizing principle of the text. This emphasis on grammar may be confusing and difficult for the target audience of third and fourth graders, since some of these grammatical topics may not yet have appeared in the students' regular English curriculum.

Deutschmobil includes a student textbook, workbook, a teacher's handbook, and a cassette audiotape for each of the three levels. The teacher's handbook, written entirely in German, contains good ideas for making the text enjoyable for the children. The handbook also provides insight into the development of other *Deutschmobil* series.

German Resources Editor: Cindy Sizemore

Spanish

Rowe, E. (1979). *Los dinosaurios gigantes* (A. Palacios, Trans.). New York: Scholastic. Available from Scholastic, 2931 E. McCarty Street, Jefferson City, MO 65102. Big Book Unit with 1 big book, 6 standard sized books, 1 cassette, a big book easel, and a teaching guide: $40.36; big book and guide only: $24.85; standard sized book: $2.96

Interested in content-based resources? This picture book provides an overview of the larger dinosaurs. The simple text gives factual information about giant dinosaurs that is well supported by the illustrations. The pictures also help students understand the true size of these amazing dinosaurs by comparing them to familiar objects in today's world. (Young students will need to be made aware that the houses and buses are for illustrative purposes only and did not exist at the time of the dinosaurs.)

Through study of this book, your students will be able to recognize seven important dinosaurs and be able to give at least one distinguishing fact about each in Spanish! Use this book to introduce a unit on dinosaurs and prehistoric animals or use it as a supplement to the classroom teacher's science unit. It is appropriate for all grade levels but best for kindergarten through fourth grade.

Shuey, K. (1990). *Dinosaurios* (A. Dominguez, Trans.). Huntington Beach, CA: Teacher Created Materials. Available from Teacher Created Materials, P. O. Box 1214, Huntington Beach, CA 92647.

This thematic unit of black line masters will enrich your teaching of Spanish. There are varying types of resources in the book, from activities to information sheet, on many different dinosaurs, fossil formation, and extinction theories. Line drawings of approximately 25 different dinosaurs are provided. Students could easily use the drawings as models for their own posters.

The information provided will give teachers background knowledge in dinosaurs and important Spanish vocabulary in paleontology. The text at times is difficult. If you want to use it as a reader, it is appropriate for third through fifth grade immersion students. However, it is adaptable to all other programs and grade levels. Simply highlight one or two facts per page for the students to learn. There are also a few pages at the end about prehistoric mammals.

Spanish Resources Editor: Susan Wolter

Position Available

A full-time teaching position in French will be available for the fall of 1994 in preschool-fourth grade at The Wellington School in Columbus, OH. The Wellington School is a preschool-twelfth grade private independent school with French in preschool-grade 12, Spanish in grades 7-12 and Latin in grades 7-12. The student body currently numbers 530. The foreign language department consists of five full-time and three part-time teachers. The position provides a classroom for the French teacher. Coordination and/or chaperoning of the spring fifth grade exchange program is possible. (Fifth graders host French children for three weeks and then travel to France to stay with those same children for three weeks. The exchange is part of the scholastic program and does not interfere with spring break.) For further information, contact Patty Ryerson, Foreign Language Chair, The Wellington School, 3650 Reed Rd., Columbus, OH 43220 (614-457-7883). To apply for the position send your curriculum vitae and credentials to: Mr. David Blancard, Headmaster, The Wellington School, 3650 Reed Rd., Columbus, OH 43220.

Survey on Teacher Education & Preparation
for
Elementary School Foreign Language Learning

Introduction: In cooperation with several national organizations (AATG, AATSP, ACTFL, ALL, NADSFL, NNELL), a group of leaders in the field of foreign language education from across the USA has begun to develop a series of collaborative structures that seek to design and establish relevant teacher education programs for two groups: university undergraduates who plan to teach at the elementary school level (in various program types: immersion, FLEX, sequential FL classes, etc.), and methods professors and staff developers whose duties include preparing teachers.

Please complete this initial survey. Its purpose is to give respondents an opportunity to consider specific issues of teacher education while simultaneously identifying a cadre who are interested in the growth and development of appropriate teacher preparation opportunities at both the pre-service (undergraduate) and in-service (post-graduate) stages. The identity of the respondents will be kept confidential. Your identification is requested for possible future communications. Thank you!

Please return this form to: *National Survey, c/o Advocates for Language Learning*
5530 Oak Street
Kansas City, MO 64113

1. Your Name: _____

   Home Address: _____

   City, State, ZIP: _____

   Day Phone: _____ Eve. Phone: _____

2. Institutional Affiliation: _____

3. Years of Full-time Teaching Experience at:	Your primary teaching duties:
Pre-K through Grade 5: _____	___ FLEX Teacher
Grades 6-8: _____	___ FL Teacher with K-5/K-6 teaching duties
Grades 9-12: _____	___ Immersion Teacher, K-5 or K-8
Post-Secondary: _____	___ Other (specify): _____

4. College/University Degree Information (complete all information requested):

Degree:	From (Institution):	Year Awarded:	Major(s) & approx. cr. hours:

..Over, Please..

5. What language(s) do you teach at the elementary-school level?

_____

6. Are you a native speaker of the language(s)? Yes: ___ No: ___

7. Have you studied abroad? Yes: ___ No: ___

8. How often do you travel to a location where that language is spoken daily?_____

9. Describe those study abroad/travel experiences that have relevance to your teaching duties:

Location?	Length of Stay?	# Credits Granted?	Special Features relating to Elementary School FL Teaching:

10. List significant **USA-based** programs/seminars/meetings that you have participated in to maintain/improve your skills in methodology/language acquisition, language, and/or culture:

Program and Location:	Topic(s) Covered:

11. You have a "magic wand" with which to make significant changes in FL teacher preparation in the next decade; describe up to six courses or program-related activities that you deem essential to prepare teachers with similar teaching assignments as you have defined yourself previously. (These courses can be culture-related, methodology-related, literature-related, etc.)

12. Have you presented any staff/teacher development programs, workshops or courses? Describe the topic(s) and audience(s) — undergraduate or post-graduate — on another sheet of paper.

13. Please suggest any additional recommendations you care to make to ensure a relevant teacher education program for elementary school languages.

Please return this survey to the address listed on the opposite side of this page.

Teacher Preparation *from page 8*

between K-12 school systems and collegiate groups devoted to language learning. In this way, systematic, responsive, and effective collaborative teacher preparation program models can be developed by the year 2000 for foreign language teachers in the elementary school.

The colloquium attendees developed a plan of action for the improvement of teacher preparation that includes the following components:

1. The planning of a symposium in which stakeholders would view elementary school foreign language instruction from a variety of contextual perspectives.
2. The development of a long-term funding proposal that would be a collaborative project for a model or models of teacher development and teacher educator development.
3. A process of folding other initiatives—student standards and professional standards—into this project, as well as remaining cognizant of the needs of a changing student population and concomitant realization of what it means to teach all children.

As a first step, a survey on teacher preparation (see pp. 11-12) has been developed to solicit reactions from classroom teachers, university teacher-educators, and school administrators through the collaboration

Nominations Sought

NNELL is currently seeking nominees for the executive board positions of second vice-president and treasurer. Nominations of current NNELL members should be sent no later than **March 30** to Carol Ann Pesola, Concordia College, 901 Eighth St. South, Moorhead, MN 56562

Membership Form (1994–1995)

FLES News, National Network for Early Language Learning (NNELL)

Please enroll me as a member of the National Network for Early Language Learning and send me a one-year subscription to *FLES News*. I am enclosing my check for $12.00. Overseas rate is $15.00. (Make checks payable to NNELL.)

Name: _____

Title or grade level: _____

School or affiliation: _____

Mailing address: _____

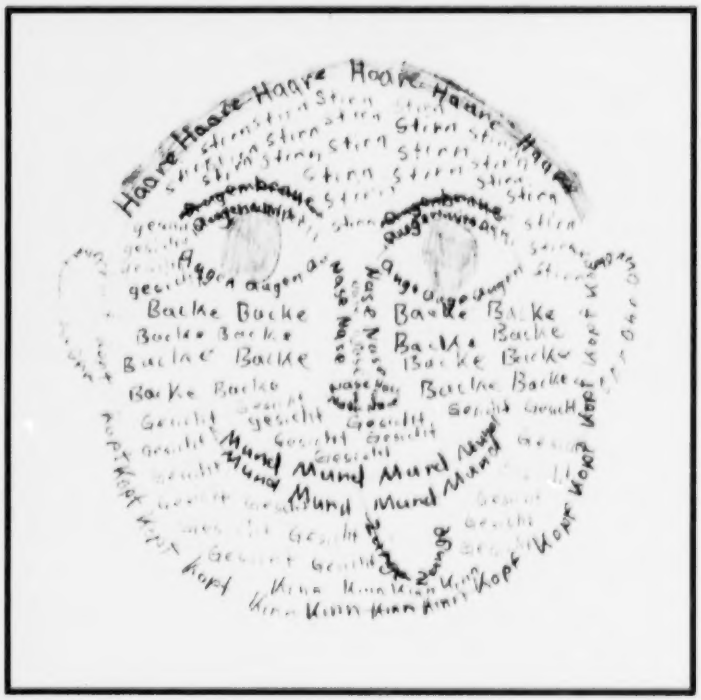
City, State, & Zip: _____

Check whether this address is _____ Home _____ School

_____ Check here if this is a renewal. _____ Check here if this is a change of address from last year.

Mail check (no purchase orders) and this order form to: Nancy Rhodes, Executive Secretary, National Network for Early Language Learning, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037

Children's Classroom Creations



Nan Gao
Grade 4
Fairview German Bilingual School
Cincinnati, Ohio
Julie Benthaus, German Teacher

FLES News *enjoys including children's work in the second language. We encourage you to send works that lend themselves to copying, such as line drawings, short stories, or poems. If you would like a work returned to you, please enclose a stamped self-addressed envelope. Please include the child's name, age, school, and teacher's name, as well as written permission from the child and his or her parents or guardians. Send the original copy of children's work to the editor, Marcia Rosenbusch.*

Marcia H. Rosenbusch, Editor
FLES News
Department of Foreign Languages
and Literatures
300 Pearson Hall
Iowa State University
Ames, Iowa 50011

FLES NEWS

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING

Volume 7, Number 3 Spring 1994

Criteria for Evaluating Foreign Language Teaching Materials

Christine M. Cibulsky
Newton-Conover City Schools
Newton, North Carolina

Large scale programs for the teaching of foreign languages in the elementary school are still relatively uncommon educational ventures in our country. As a result, instructors in this field generally have not had at their disposal a great variety of materials whose effectiveness has been tested over the years—a situation encountered less often by teachers of more traditional subjects. So we foreign language teachers who work with our youngest school children have spent much time gathering large, colorful pictures, translating, writing, and illustrating our own materials, or figuring out how to finance the curriculum materials that look so promising on the catalogue page! As the selection of ready-made materials offered by commercial suppliers begins to increase, an important question comes to mind: How effective will these materials be?

This is not always easy to determine, especially if samples are not available for pre-purchase inspection. To help answer this question, I have developed a set of criteria for use in evaluating new foreign language programs aimed at young learners. Based upon research for a master's thesis at Middlebury College School in France, as well as on personal experience in the classroom (teaching French to American children, grades K-5, and English to French 4 and 5-year-olds), I have found there are five necessary criteria for effective elementary school foreign language materials.

The Criteria

1. an approach designed to develop communicative competencies (rather than knowledge of specific language structures), with an emphasis on oral (not written) functions in the first stages of instruction;
2. an emphasis on physical movement and drama including games, role play, use of puppets, masks, and other props;
3. the use of music in various forms (songs, chants, rhymes, instrumental music) as a means of expression;
4. visual materials of a relatively large format that depict subjects recognizable by children; and
5. an introduction to the cultures of the target language through stories, songs, games, and other traditional activities.

Rationale for Choosing These Criteria

Criterion 1: FLES materials published in France as early as the 1960s (*Bonjour Line, Frère Jacques*) had as a major goal the encouragement of children to communicate in French with simple structures, often through the mastering of dialogues. These dialogues were organized in strict progression according to their linguistic content. Although translation, use of the maternal language, and the explicit teaching of grammar were discouraged in these programs, the objective of instruction was seen as the student's production of words and phrases identified by the authors. In the 1970s, however, didactitians (pedagogues), especially those from anglo-saxon countries, proposed that foreign language programs no longer consider language structures as end goals in themselves, but strive to teach the various functions of communication on a more general level (to introduce oneself, ask someone's age, etc.), without so much regard for the particular words or structures themselves. It is because of this enlarged perspective on the teaching and learning of languages that a new generation of materials has appeared since the mid 1980s, for example, *Il était une petite grenouille* (1986), *Les petits Lascars* (1987), and *Michel et Marion* (1988).

As for *how* these functions are taught, according to Hélène Trocmé-Fabre, specialist in neuropedagogy, the first step in learning a foreign language must coincide with that of the natural order of "knowing how to learn"—the act of observation. A child's hearing, sight, and kinesthesia translate for his or her young mind the information that the family, and later the teachers, present to him or her (Trocmé-

(Continued on page 5)

Notes from the President

At the writing of this message, spring is just beginning in North Carolina. The dogwood, redbud, and all the other glorious trees and flowers are letting us know that a season of growth and beauty is upon us. This will be particularly appreciated by those who have endured an exceptionally long and harsh winter this past year. So too is NNELL and elementary school foreign language learning experiencing a season of growth and promise.

New committee chairpersons and regional representatives in NNELL are involving more individuals in important positions and duties within the organization. I want to particularly congratulate JoAnn Olliphant, Pacific Northwest Regional Representative, who has formed an impressive committee of representatives in her region to assist in networking on issues of foreign language in the elementary school.

Additionally, federal grants continue to support our efforts. For example, Iowa State University has received funding to become a National Foreign Language Resource Center in order to disseminate information and to provide training to K-12 teachers (see article on p. 6). Another effort that continues is the training of nearly 50 non-certified elementary school foreign language teachers in North Carolina. Through a grant received two years ago by The University of North Carolina at Chapel Hill, the critical need for certified teachers is being addressed.

Other state and local initiatives are helping to bring foreign language instruction to increasing numbers of children. Write to us about your particular projects. Also, if you are interested in becoming involved with the organization, please contact me. And as always, let us know how we can be of service to you.

Have a wonderful spring, and good luck in all of your efforts and endeavors with foreign language instruction for children.

Audrey L. Heining-Boynton
Foreign Language Education
CB#3500 Peabody Hall
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3500

FLES† News is a newsletter for educators interested in providing quality foreign language instruction for children. The newsletter provides information on classroom activities, resources, teaching methods, recent research, and upcoming conferences. *FLES News* provides a means of sharing information, ideas, and concerns among teachers, administrators, researchers, and others interested in the teaching of foreign languages to young children.

FLES News is published three times a year (fall, winter, and spring) by the National Network for Early Language Learning (NNELL): *Editor* Marcia Rosenbusch, Dept. of Foreign Languages and Literatures, 300 Pearson Hall, Iowa State University, Ames, IA 50011. NNELL executive committee members are: *President* Audrey Heining-Boynton, Foreign Language Education, CB #3500 Peabody Hall, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-3500; *First Vice-President* Mari Haas, Teachers College, Columbia University, 525 W. 120th St., Box 201, New York, NY 10027; *Second Vice-President* Eileen Lorenz, Montgomery County Public Schools, 850 Hungerford Dr., Rockville, MD 20850; *Secretary* Patty Ryerson, Wellington School, 3650 Reed Rd., Columbus, OH 43220; *Treasurer* Sonia Torres, 2905 Optimist Farm Rd., Apex, NC 27502; *Acting Past-President* Carol Ann Pesola, Concordia College, 901 Eighth St. S., Moorhead, MN 56562, *Executive Secretary* Nancy Rhodes, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037.

Committee appointments are: *Bylaws* Maureen Regan-Baker, 2120 N. Clark, Chicago, IL 60614; *Membership/publicity* Virginia Gramer, Hinsdale Elementary School, 210 N. Madison, Hinsdale, IL 60512 and Anita LaTorre, 906 Queensbury Circle, Durham, NC 27713; *Political action* Gilda Oran-Saperstein, 3540 Green St., Harrisburg, PA 17110 *Central States Conference representative* Debbie Wilburn, 10157 Allision Dr., Pickerington, OH 43147; *Pacific Northwest Council representative* JoAnn Olliphant, 11004 11th St. SW, Tacoma, WA 98498; *Northeast Conference representative* Harriet Barnett, 225 Clinton Ave., Dobbs Ferry, NY 10522; *Southern Conference representative* Carine Feyten, University of Southern Florida, College of Education, EDU 306H, Tampa, FL 33620-56560; *Southwest Conference representative* Carl Johnson, Texas Education Agency, 1701 N. Congress, Austin, TX 78701.

Contributing editors for the newsletter by topic are: *Classroom activities* Diane Fagin Adler, North Carolina State University, Department of Foreign Languages and Literatures, Box 8106, Raleigh, NC 27695-8106; *Conferences* Susan Walker, 4560 Ohio Ave., St. Louis, MO 63111; *Funding information and new legislation* Joint National Committee for Languages, 300 Eye St., NE, Suite 211, Washington, DC 20002; *Research* M. Joy Young, Charleston Day School, 15 Archdale St., Charleston, SC 29401; *French resources* Myriam Chapman, Bank Street School for Children, 610 W. 112th St., New York, NY 10025; *German resources* Cindy Sizemore, 4045 N. Avenida Del Cazador, Tucson, AZ 85718; *Spanish resources* Susan Wolter, 6894 N. Park Manor Dr., Milwaukee, WI 53224; *Teaching methods* Mary Lynn Redmond, Wake Forest University, Department of Education, Box 7266, Reynolda Station, Winston-Salem, NC 27109.

Membership dues for NNELL, which include a subscription to *FLES News* are $12/year ($15 overseas). Please send your check to: Nancy Rhodes, Executive Secretary, National Network for Early Language Learning, Center for Applied Linguistics, 1118 22nd St., NW, Washington, DC 20037.

FLES News wants to hear from its readers. Send letters to: Marcia H. Rosenbusch, Editor, Department of Foreign Languages and Literatures, 300 Pearson Hall, Iowa State University, Ames, IA 50011. Send contributions to be considered for publication to the appropriate contributing editors at the addresses listed above. Deadlines for information are: fall issue—May 1; winter issue—Nov. 1; spring issue—Feb. 1.

Readers are encouraged to make copies of this newsletter to share with colleagues. Articles may be reprinted citing *FLES News*, National Network for Early Language Learning, as the source.

†Foreign Language in the Elementary School

Job Announcements

K-6 Spanish Teachers Needed

The St. Louis Park (Minnesota) Public Schools will be initiating two new elementary foreign language programs: (1) in Fall, 1994 a FLES program in kindergarten (Spanish); and (2) in Fall, 1995 an immersion program in kindergarten and/or first grade (language choice to be finalized in spring 1994). Each subsequent year, the programs will be expanded by one grade until a K-6 program is achieved. St. Louis Park Schools are seeking teachers with elementary certification (K-6) and native or near-native proficiency in a foreign language, particularly Spanish. The St. Louis Park Public Schools, near Minneapolis, have a long tradition of strong parental support and have recently completed construction of media centers at all schools that contain state of the art computer labs and other technologies. Send a resume and letter of application to Director of Human Resources, St. Louis Park Public Schools, St. Louis Park, MN 55426.

Spanish Partial Immersion Teachers Needed

Oak Ridge (Tennessee) Schools seek applicants for four Spanish partial-immersion teachers (one 5th grade, one 2nd grade, and two 1st grade positions). The beginning date will be August 1994 with preliminary planning conducted in the summer of 1994. A B.S. degree and the ability to obtain a Tennessee teaching certificate are required. Teaching experience in elementary grades and a high level of Spanish language proficiency are preferred. The teachers hired will teach Spanish through the content areas of science, social studies, and related areas and will develop the program in relation to Oak Ridge Schools' curriculum. Apply to Human Resources Office, Oak Ridge Schools, P.O. Box 6588, Oak Ridge, TN 37831-6588. EOE employer.

(Continued on page 4)

JNCL-NCLIS Policy Committee Statement on Education Reform

Note: The National Network for Early Language Learning is a contributing member of the Joint National Committee for Languages/National Council for Languages and International Studies (JNCL/NCLIS). The following statement was issued by JNCL/NCLIS in December 1993 for members of Congress and other policy makers.

I. **We support Goals 2000: The Educate America Act, the Improving America's Schools Act reauthorizing elementary and secondary education programs, and the School-to-Work Opportunities Act.**

1. We believe that Goals 2000 must recognize and strengthen the importance of professional development programs, ensure equality through "opportunity-to-learn" standards, and encourage quality programs through assessable content and performance standards.

2. The Improving America's Schools Act should restore and strengthen the Foreign Language Assistance Program, retain the multifunctional resource centers and evaluation assistance centers in Title VII, strengthen support for limited-English-proficient students in Chapter One, and specifically encourage professional development in international education and foreign languages.

3. Given the national consensus on the need for high quality, internationally competitive content and performance standards, we believe that resources must be made available to develop such standards for English as a second language and for the less commonly taught languages.

II. **We agree that systemic reform of education in the United States is overdue. We have specific concerns, however, that we believe any reform effort musts accommodate.**

1. If our nation is to be internationally competitive, the curriculum must reflect a global perspective.

2. To ensure the participation of students with special needs and special talents, "opportunity-to-learn" standards must be developed in conjunction with content and performance standards.

3. To ensure excellence and equity, adequate resources must be devoted to reform, standards, and assessment.

4. To ensure that teachers and administrators are able to achieve reform, the development of standards should be accompanied by professional development.

III. **It is essential that systemic reform not jeopardize content and knowledge by creating education generalists and undermining specific disciplines.**

1. We strenuously object to the elimination of disciplinary specialists and programs as a consequence of such reforms as site-based management. The loss of foreign language supervisors and consultants in many states and districts has seriously harmed programs, students, and teachers.

2. The needs of program quality should have priority over unproven claims of managerial efficiency. Slogans like "one-stop-educational shopping" and "doing more with less" are shortsighted and damaging. Financial exigency must not govern education reform.

IV. **Finally, we are pleased that foreign languages have been included among the core subjects considered in Goal Three of Goals 2000. Language professionals, including foreign language and English as a second language specialists, collaborating through our member organizations and in funded projects, are already working to ensure that content and performance standards for language study are of high quality, internationally competitive, and assessable.**

Conference Calendar

International, national, and regional conferences and workshops are previewed in this section of the newsletter. Please send information on conferences and workshops to the Conferences editor: Susan Walker, 4560 Ohio Ave., St. Louis, MO 63111.

1994 CONFERENCES

May 12-14: **Pacific Northwest Council on Foreign Languages.** Missoula, MT. PNCFL, Foreign Languages & Literatures, Oregon State University, Kidder Hall 210, Corvallis, OR 97331-4603 (503-737-2146).

October 21-24: **Advocates for Language Learning Conference.** (Hosted by the Washington Metro Chapter of A.L.L.) Greenbelt, MD. Pat Barr-Harrison (301-386-1519; Fax 301-386-1565) or Nancy Stakem, President of W.A.L.L. (301-498-0122).

November 18-20: **American Council on the Teaching of Foreign Languages.** ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801 (914-963-8830).

November 19: **Conference on Books in Spanish for Young Readers.** San Diego Convention Center, San Diego, CA. Dr. Isabel Schon, Director, Center for the Study of Books in Spanish for Children and Adolescents, California State University San Marcos, San Marcos, CA 92096-0001 (619-752-4070; Fax: 619-752-4073).

1994 SUMMER COURSES AND WORKSHOPS

June 27-July 1; July 11-15; July 25-29: Workshop conducted in English; *August 8-12; August 15-19:* Workshop conducted in Spanish: **Current Issues: Books in Spanish for Young Readers**. Dr. Isabel Schon, Director, Center for the Study of Books in Spanish for Children and Adolescents, California State University San Marcos, San Marcos, CA 92096-0001 (619-752-4070; Fax: 619-752-4073).

Conferences Editor: Susan Walker

Activities for Your Classroom

Teachers: *Please submit a favorite classroom activity for publication in* FLES News *by sending a description in the following format: title, objective, materials, and procedure. You may include any pictures or drawings as illustrations. Send it with your name, address, and telephone number to the Classroom Activities editor: Diane Fagin Adler, North Carolina State University, Dept. of Foreign Languages & Literatures, Box 8106, Raleigh, NC 27695-8106.*

Title: ***Monsieur Pouce, es-tu là?*** **(Mr. Thumb, are you there?)**

Objective:

Students will use vocabulary in short, complete sentences, accompanied by fingerplays.

Materials:

Hands and fingers.

Rhyme #1:

TOC, TOC, TOC	(Knock, knock, knock)
MONSIEUR POUCE, ES-TU LA?[1]	(Mr. Thumb, are you there?)
CHUT! JE DORS.[2]	(Sh-h. I am sleeping.)
MONSIEUR POUCE, ES-TU LA?[1]	(Mr. Thumb, are you there?)
JE NE SORS PAS![3]	(I am not going out!)
MONSIEUR POUCE, ES-TU LA?[1]	(Mr. Thumb, are you there?)
HOP! JE SORS.[4]	(OK! I am coming out.)

Procedure:

[1]Make left hand into a fist with the thumb inside. With the right index finger, tap on the enclosed thumb. Repeat (1) twice each time.

[2]Place right index finger on the mouth. Move the right hand to the ear and tilt head toward it.

[3]Move right index finger from left to right in front of the face.

[4]Left thumb (Monsieur Pouce) pops out!

Rhyme #2:

MONSIEUR L'ESCARGOT DORT.[1]	(Mr. Snail is sleeping.)
IL FAIT TRES BEAU DEHORS.[2]	(The weather is beautiful outside.)
UN PETIT NUAGE PASSE.[3]	(A little cloud passes by.)
ET FAIT TOMBER LA PLUIE.[4]	(And makes it rain.)
MONSIEUR L'ESCARGOT SORT,[5]	(Mr. Snail goes out.)
UNE CORNE DEHORS,[6]	(First one horn,)
LES DEUX CORNES DEHORS![7]	(Then two horns!)

Procedure:

[1]Make left hand into a fist with the thumb inside. Bring right hand to the ear, head tilted forward to the right to simulate sleeping (The snail is asleep inside).

[2]Spread fingers of right hand (to resemble sun rays) and move right hand from left to right over the left fist.

[3]Move fingers of right hand together. "Float" the right hand over the left hand in a circular motion (to resemble the cloud).

[4]Make a "fluttering down" motion with the fingers of the right hand (to resemble the rain).

[5]Thumb pops out.

[6]Left index and fingers pop out. (One horn comes out first.)

[7]Thumb hides again. (Two horns are out.)

Contributor: Marguerite B. Lewis
Montessori School of Northern Virginia

Classroom Activities Editor: Diane Fagin Adler

Job Announcements *Continued from page 2*

Multilingual Teacher Needed

St. Paul's School, a private Episcopal school located north of Baltimore, Maryland, is seeking a teacher of Japanese and Spanish/French language for a possible opening in 1994-95. This new teacher would work in coordination with two full-time instructors of Japanese language in an established and growing elementary and high school program. Since this would not be a full-time Japanese language teaching position, candidates with the ability and desire to teach multiple languages are urged to apply. Requirements include: foreign language teaching experience, especially at the elementary level, B.A. and the ability to teach multiple languages. Contact Robert Hallett, Headmaster, St. Paul's School, Brooklandville, MD 21022.

PreK-8 Spanish Teacher Needed

The Ancona School (Chicago, Illinois), an urban school that combines the best of Montessori and progressive educational traditions, seeks a bright, flexible Spanish teacher for our preK-8 program. We are looking for a teacher experienced with middle school, elementary and preschool children who is committed to interactive language instruction based on an acquisition model. Compensation for the 1994 school year is $18,879-$26,557 plus $2280 flexible benefits plan and TIAA-CREFF pension. Summer school positions are available to our staff. Interested candidates should send a resume plus a statement of philosophy and teaching interests to Director, The Ancona School, 4770 South Dorchester Avenue, Chicago, IL 60615-2023 (312-924-2356).

Criteria for Evaluating *from page 1*

Fabre, 1991). Then, based upon what he/she has assimilated, the child eventually is able to produce in the maternal language—by speaking and writing. So to make second language learning as natural as possible, the same sequence of modalities should be addressed. In other words, after the child is provided with ample opportunities to listen to and observe communication in the target language, the student's production of the second language—in speaking and in writing—will be facilitated.

Criterion 2: Again, young children learn by listening, watching, and above all, by doing! Between the ages of five and seven (the Piagetian pre-operational stage), "the body is the primary medium of communication: the child grows by way of the exchanges between him and his environment" (Destarac, 1991). Playing and imagining come naturally to the young. Thus, for early foreign language instruction to be most effective, a child's physical participation in lessons—through games, role play, the use of puppets, masks, disguises, etc.—is indispensable, not to mention a fun way to motivate the students. These are the activities that provide the important link between the child's playful world and his or her new vehicle for communication: the foreign language.

Criterion 3: Music serves to enliven the language class while providing the students with a valuable means of expression. From birth we are comforted by music; it stimulates our auditory system and accentuates our emotions. Then we learn to use it to express ourselves—an act that is a necessary part of human nature. In fact, as children grow, they *need* to hear and produce music. In the elementary school foreign language classroom, music in a variety of forms, vocal or instrumental, accompanied by gestures, mimes, or dance, will respond to this need, while considerably animating instruction.

Criterion 4: The visual supports used in an elementary school program, for obvious reasons, should be of a relatively large format, with depictions that are easily interpreted by children. Whatever the form (illustration, photograph, film, etc.), the richer the representation of the spoken word, the more likely that children will understand the meaning of the words. Furthermore, in view of the inherent ambiguity of verbal language, "we depend upon the analogous readability of the image in order to access meaning, or at least certain elements of the meaning of the spoken word" (Mallet, 1991). Children's literature now available in big book format with large-scale illustrations of is a good example material that is visually stimulating to children.

Criterion 5: "Culture and communication sustain each other mutually and have no meaning except one in relation to the other" (Abdallah-Pretceille, 1991). Proponents of this viewpoint, which include specialists in communication, warn instructors not to separate the two into independent subject areas. The study of a foreign language necessarily results in discoveries about one or more cultures other than one's own, which serves to greatly enhance a child's appreciation of differences and similarities among people. But what *cultural competencies*, in view of potential intercultural relations, should we teach in the elementary foreign language class? Is mere familiarity with the customs of various civilizations sufficient? No. In authentic communication situations, even a simple conversation can be packed with cultural cues. The hand movements and facial expressions, for example, that accompany spoken language, vary from culture to culture. We need to introduce other ways of living to our students not only through verbal and pictorial descriptions, but also through the language itself, dramatizing each exchange to accurately mimic real-life communication.

With regards to materials, it is important to look for a variety of rhymes, songs, stories, and games that reflect traditions in the target culture. In addition to providing a general outlook on other communities, they offer a taste of how children spend their leisure time in other areas of the world.

Whether you obtain samples from a publisher or borrow from a colleague, examine materials thoroughly: read all stories and suggestions for activities, listen to all songs and other audio materials. Consider how strong the materials are in each of the five areas. You may even want to devise a point system to make comparing programs easier, for example, where five points is the highest level of quality for each area. It is possible that you will not come across any one set of teaching aids that satisfies your requirements in all five recommended areas. In this case, you will have to decide whether or not you have the resources (or imagination!) to supplement that which seems to have some important strengths. Of course, our personal teaching styles and preferences influence our materials selections and much of the value of each product depends upon the manner in which it is used. If we keep in mind the five criteria, chances increase greatly for eliciting communication that is meaningful and fun for students and that contributes to their overall growth and development.

References

Abdallah-Pretceille, M. (Aout-septembre, 1991). "Langue(s), culture(s), et communication," *Le Français dans le monde, recherches et applications. Numéro spécial*, p. 95.

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Teaching Methods Editor: Mary Lynn Redmond

Apply for a 1995 NEH Summer Fellowship

The National Endowment for the Humanities (NEH) Fellowship Program for Foreign language Teachers K-12 invites teachers to apply for 1995 summer fellowships of $3,750 to pursue professional development abroad. Fellowship winners spend six summer weeks in a foreign country improving their linguistic skills and developing humanities-related projects that will enhance their classroom teaching. (*See Writing Big Books in Chile—An NEH Fellowship, FLES 7(2)*, for a report by a 1993 participant.) Applications for the summer of 1995 are due October 31, 1994 (subject to approval of funding). For information or an application form, contact Naima Gherbi, Associate Program Director, NEH Fellowship Program for Foreign Language Teacher K-12, Connecticut College, 270 Mohegan Ave., New London, CT 06320-4196 (203-439-2282).

National K-12 Foreign Language Resource Center Receives Funding

The national K-12 Foreign Language Resource Center was recently established at Iowa State University with a $400,000 grant from the U.S. Department of Education. One of six National Language Resource Centers, this new Center is unique in its commitment to the improvement of foreign language education in kindergarten through twelfth grade through professional development of K-12 teachers. The Center is a coolaborative between Iowa State University, the Center for Applied Linguistics in Washington, D.C., and various foreign language educators around the country. Three initiatives guide the work of the Center.

Effective Teaching Strategies Initiative

A Teacher Partnership Institute (June 19-29) will offer professional development to practicing K-8 teachers and to teacher educators from institutions of higher education. An important outcome of this institute will be enhanced university teacher preparation programs for the K-8 level. Yearlong partnerships will be established between the participants who are K-8 classroom teachers and those who are college and university teacher educators. The partners will exchange information on methodology, curriculum design, and student assessment at the K-8 level.

A Curriculum Institute (August 7-12) will offer training to experienced and practicing K-12 foreign language teachers and/or foreign language curriculum specialists. In this institute, participants will collaborate to identify and address common problems of articulation and will explore the impact on curriculum of both the emerging long-sequence foreign language programs and the standards movement.

New Technologies Initiative

A New Technologies in the Foreign Language Classroom Institute (August 7-12) offers participants—who are experienced in using a Macintosh or IBM-compatible computer—the opportunity to examine new technologies in the learning of foreign languages. Participants will preview exemplary foreign language courseware, including multimedia programs; will implement the use of telecommunications networks to enhance student learning; and will develop telenetworking lessons for use with existing curricula.

An **Interactive Multimedia Authoring Institute** (August 14-19) requires participants to have a basic working knowledge of the Macintosh. In this institute participants will examine exemplary multimedia hardware and software. They will author a HyperCard lesson that links a stack to segments on a CD ROM and/or videodisc or that integrates into the stack a segment of motion video. Participants will also produce lessons that effectively implement multimedia into foreign language instruction.

Performance Assessment Initiative

This initiative is designed to help foreign language teachers develop guidelines, or a framework, for assessing the language of students in their own classrooms. The basis for these guidelines will be the American Council on the Teaching of Foreign Languages's (ACTFL) national K-12 student standards for foreign language education, soon to be available in a revised draft form. The two targeted levels for the guidelines will be grades four and eight, the first two levels of the three proposed levels of the ACTFL standards (grades four, eight, and twelve).

This teacher-based project will include several interrelated components:

- conducting a search of assessment instruments currently available and developing an annotated bibliography;
- identifying 10 foreign language teachers K-8 (who have been identified as successful by their principal or foreign language supervisor) to participate in the project;
- conducting an initial workshop to find out how teachers currently use assessment and to brainstorm with researchers about innovative assessment strategies;
- conducting a follow-up workshop to learn about the national foreign language standards and how classroom assessment can relate to these standards;
- developing draft assessment guidelines;
- piloting the guidelines;
- publishing and disseminating the guidelines to the public.

From its initiation to conclusion, this project will rely heavily on teacher input, with teachers working in collaboration with researchers to develop a framework and then document how they use the framework in developing assessment strategies for their own students.

Unlike other subject areas (i.e., mathematics, social studies, and science) in which students begin studying the subject in kindergarten and continue on through secondary school, current practice allows foreign language instruction to begin at any grade level in elementary or junior high/middle school. The resulting programs vary greatly in total time spent in learning and in the intensity of the learning experience. Consequently, the assessment guidelines will focus on a range of language levels to be attained at grades four and eight, and will take into account students' varying cognitive levels, developmental stages, and mastery levels of their native languages, as well as factors dealing with the time and intensity of instruction.

Participants will receive round-trip airfare to Iowa, and room and board while attending an institute. Graduate credit (1 credit for 5-day and 2 credits for 10-day institutes) is available upon request at no cost to participants.

Nationally recognized experts in foreign language education will lead the initiatives and teach the institutes. The Associate Director for Effective Teaching Strategies is Carol Ann Pesola, Concordia College, Moorhead, MN. She will teach the Teacher Partnership Institute and will collaborate with Helena Curtain, Milwaukee (Wisconsin) Public Schools, who will lead the Curriculum Institute. The Associate Director for New Technologies is Karen Willetts, Montgomery County (Maryland) Public Schools (formerly Technology consultant, Center for Applied Linguistics) who will work with Janine Shelley, Iowa State University. Nancy Rhodes (Center for Applied Linguistics) is the Associate Director for Performance Assessment. The Director of the National K-12 Foreign Language Resource Center is Marcia Rosenbusch, Iowa State University.

For more information, contact **National K-12 Foreign Language Resource Center, 300 Pearson Hall, Iowa State University, Ames, IA 50011 (515-294-6699; Fax 515-294-2776 or -9914. E-mail nflrc@iastate.edu).**

The Framework

The K-12 Student Standards Task Force met in mid-November to draft a framework and sample exit standards. Rather than trying to write "x" number of individual standards in isolation, the group approached their task by looking for broad areas within foreign language education in which they felt standards needed to be developed—those things which all students should be able to do with a foreign language. Based on their Statement of Underlying Principles developed earlier in the project, they identified six such areas. The task force determined that foreign language education should enable students to:

- ***communicate across cultures.*** This is generally viewed as the primary goal of language instruction and includes both the oral and written modalities (speaking, listening, reading, and writing). It is in this area where the foreign language profession's focus on proficiency will be of most use.

- ***develop insight into their own language and culture.*** While learning to communicate in a foreign language is a primary objective of language instruction, there is a need to move beyond skills and begin to focus on other benefits of foreign language education. One of the primary residual benefits which the language profession has never formally assessed is the insight developed by foreign language students into their own language and culture.

- ***acquire new information/content through L2.*** As students work in L2 (the foreign language), they learn things about other disciplines and other subject matter that they may never have broached in L1 (the native language), and the standards need to reflect that fact.

- ***make connections with other disciplines.*** Language education needs to be connected to work being done in other subject areas, and the standards need to show that connected study is more meaningful than the study of either the language alone or the other discipline alone.

- ***participate more fully in the global community/marketplace.*** Much of the rhetoric surrounding foreign language study today concerns the ability to function in our global society. If we as a profession cannot develop standards in this area, then we'd better stop the rhetoric. It should be noted that the task force uses the terms community and marketplace as two separate things. Many of today's foreign language students are pursuing language study to deal with social and economic issues in their communities within the United States–the term "community" applies in this case. The term "global marketplace" is used to signify the more directly commercial situation of international business and trade.

- ***demonstrate familiarity with the intellectual, artistic, and literary contributions of target cultures.*** This area includes the traditional "civilization" content that enriches an emphasis on communication.

The task force next sought to link these areas to specific aspects of the foreign language curriculum–specific curricular experiences that would need to occur in order for the standards to be met. In other words, what types of knowledge would students need in order to communicate across cultures, develop insight into their own language and culture, etc. Five areas were identified: *study of culture, study of the language system, study of communication strategies, study of learning strategies, and study of content areas.* These two elements provide the overall framework within which standards will be developed. The table on the following page provides a graphic illustration of the framework: under each of the six goals, standards will be developed which focus on each of the five curricular experiences.

Testing the Framework

Once the framework was established, its feasibility was tested by attempting to develop standards in some of these areas. For example, when looking at the area of *Communicate Across Cultures,* the task force focused on the types of *communication strategies* students would need to achieve this goal. The standard they devised was:

(Continued after chart)

K-12 STUDENT STANDARDS FRAMEWORK

STUDENTS ARE ABLE TO ...

STUDENTS KNOW.....

	Communicate Across Cultures	Develop Insight into Own Language and Culture	Acquire New Information/Content Through L2	Make Connections With Other Disciplines	Participate More Fully in the Global Community/Marketplace	Demonstrate Familiarity with Contributions of Target Cultures
CULTURE			**Sample Standard** Students will be able to obtain information to expand knowledge from authentic documents, media presentations, and human resources from the target culture.		**Sample Standard** Students will be able to: use the language to communicate outside the school setting; explore the applications of the target language(s) in the immediate community; use technology to expand awareness of the global community.	
CONTENT AREAS IN L2			**Sample Standard**		**Sample Standard**	
THE LANGUAGE SYSTEM	**Sample Standard**		**Sample Standard** The students will be able to use language appropriate for the task and content, and negotiate meaning successfully.		**Sample Standard** Students will be able to use language appropriate for the task and context and negotiate meaning successfully.	
COMMUNICATION STRATEGIES	Students will be able to: circumlocute; guess intelligently; derive meaning from context; apply prior knowledge; understand, interpret, and produce gestures language; ask for and provide clarification; make and check hypotheses; make inferences, predictions, and generalizations; and draw conclusions as they interact with individuals from the target culture					
LEARNING STRATEGIES						

BEST COPY AVAILABLE

SAMPLE STANDARD
Communication Across Cultures: Communication Strategies

Students will be able to: circumlocute; guess intelligently; derive meaning from context; apply prior knowledge; understand, interpret, and produce gestures language; ask for and provide clarification; make and check hypotheses; make inferences, predictions, and generalizations; and draw conclusions as they interact with individuals from the target culture.

In the area, Acquiring New Information/Content Through L2, the Task Force combined the *study of culture* with the *study of content*, and the study of the *language system* and *communication strategies* was also combined to produce the following two standards:

SAMPLE STANDARD
Acquire New Information/Content: Culture & Content

Students will be able to: obtain information to expand knowledge from authentic documents, media presentations, and human resources from the target culture.

SAMPLE STANDARD
Acquire New Information/Content: Language System & Communication Strategies

Students will be able to: use language appropriate for the task and content and negotiate meaning successfully.

These curricular experiences combined in a similar fashion for the area, Participating in the Global Community. Two standards were developed as follows:

SAMPLE STANDARD
Participate in the Global Community: Culture & Content

Students will be able to: use language to communicate outside the school setting; explore the applications of the target language(s) in the immediate community; use technology to expand awareness of the global community.

SAMPLE STANDARD
Participate in the Global Community: Language System & Communication Strategies

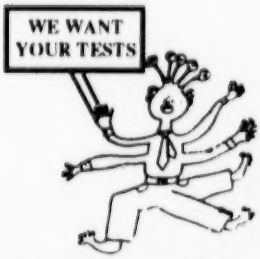
Students will be able to: use language appropriate for the task and context and negotiate meaning successfully.

The group chose to focus first on exit standards–what students should know and be able to do by the time they finish high school. Once the exit standards have been established, they will work in reverse order in developing the benchmarks in the K-12 curriculum which will indicate progress toward achieving the exit standards. It should be noted that the standards presented here are samples only of the *types* of standards the task force is hoping to produce. Above all the standards must be flexible–attainable by students starting at different times and participating in different types of programs. At the same time, they will not enforce the status quo. If these standards are to be met, foreign language education in this country must change, and it is hoped that these samples help illustrate what those changes might be.

Standards Questionnaire: The Framework

The K-12 Student Standards Task Force requests your input on the proposed Standards Framework (see insert). Please complete the following questionnaire and send your response to **Standards Project, ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801.**

1. Is the framework design that links student outcomes and curriculum effective? Why or why not?
2. Are there standards areas (horizontal categories) that should be added? Deleted? Combined?
3. Are there areas in the curriculum (vertical categories) that should be added? Deleted? Combined?
4. Look at the examples the task force drafted to test the framework. Do you see any of these as being potential standards? Please cite or comment.
5. Would you propose a few "exit standards" for all students leaving school using this grid?
6. Any further advice or comment to the Task Force to advance their writing of the draft standards?



Calling all Tests! Calling all Tests!

Do you have a test or assessment instrument (formal or informal) you'd be willing to share with other foreign language teachers? If yes, we're interested in you!

The Center for Applied Linguistics (CAL), as part of the National K-12 Foreign Language Resource Center at Iowa State University, is compiling an annotated bibliography of teacher-developed and commercially-available foreign language tests for grades K-8. This bibliography is part of an effort to encourage the sharing of materials and ideas between foreign language teachers/foreign language programs nationwide. As participants, you will receive a free copy of the bibliography in return for your contribution.

If you are interested in sharing your test(s) or other instruments with us or are willing to talk to us about what you do for assessment, please fill out the form below or call CAL collect: 202-429-9292 (ask for Lynn Thompson or Lupe Hernández-Silva). Thank you! Please respond in writing or by telephone no later than June 20, 1994.

Name: _____ School/School District: _____

Address: _____

Telephone: (H) _____ When is a good time to telephone you for more information?

(W) _____ _____

Language(s): _____

How do you assess your students' language proficiency? _____

_____

_____

Send this form to: Lynn Thompson, K-8 Foreign Language Bibliography Project, CAL, 1118 22nd Street NW, Washington, DC 20037

Resources for Your Classroom

Please submit directly to the appropriate resources editor any language-specific materials you would like considered for review. Other materials may be sent to the FLES News *editor for review.*

German

Augestein, V., Blaszkowska, H., Ferdigg, d'Ambrosio R., Kirsch, D., & Scherling, T. (1994). *Aurelia.* Muenchen: Langenscheidt. For additional information contact Langenscheidt, 46-35 54th Road, Maspeth, NY 11378 (800-432-6277). Book: $16.50; workbook: $13.25; prices not yet available for the cassette and transparencies.

During the 1993-94, school year I piloted Langenscheidt's new children's text, *Aurelia. Aurelia* is a content-related textbook aimed at third and fourth grade students who have had some previous experience learning German and are ready to incorporate more reading and writing into their program.

What sets *Aurelia* apart from other children's texts is that it is a children's storybook in addition to a textbook. The organizing principle of the text is the storyline, not grammatical or thematic topics. The first chapter opens with the main characters, Markus, Steffi, Ralf, Maria, and Kerim, at the Brandenburg Gate. It is there that they find the bird, Aurelia, after she has flown into the statue atop the gate and broken her wing. The ensuing chapters follow the children and Aurelia on a series of adventures at school, on vacation, at home, at the circus, and at play.

One of the most striking features of the book is its inclusion of the varied cultures of Germany. Two of the main characters are the children of guest workers in Germany: Maria is from Italy and Kerim is from Turkey. The home cultures of these two characters and the difficulties they face as foreigners in Germany are incorporated into the storyline. The book even brings in Kerim's grandmother who speaks nothing but Turkish; Kerim must act as translator between her and the other children. Through these characters and their experiences the issues of bigotry and prejudice are explored.

Three chapters in *Aurelia* center on the theme of cross-cultural differences. In one chapter, the children's school, Lenau Schule, is graffitied with slogans against foreigners. The school then decides to have a festival with the theme, *Wir sind Kinder einer Erde* (We Are Children of One World) celebrating world cultures and their contributions to Germany. This very difficult, and often avoided,topic is handled with great sensitivity on a level that young children can understand.

Other topics in *Aurelia* include: street signs, map reading, school, family, friends, doctors, geography, seasons, Advent and Christmas, cooking, magic, the circus, travel, and Easter. Each topic is fully developed with ideas, activities, and projects suggested in the teacher's handbook to incorporate other subject areas. There are art projects, songs, science experiments, and social studies objectives for most chapters.

The teacher's handbook is an essential component of the series and provides information on how to work with other subject area teachers to further develop topics introduced in *Aurelia.* It also provides many integrated activities and extended background information on locations in the text and cultural events. A possible drawback to the teacher's handbook for some is that it is written entirely in German.

In addition to the textbook and the teacher's handbook, a very well-designed workbook full of fun games and activities, transparencies, and cassettes is available with the *Aurelia* program. *Aurelia* will be available for the 1994-95 school year and a second level of *Aurelia* should be available before the beginning of the 1995-96 school year. I highly recommend *Aurelia* and feel that it is one of the most promising texts that I have seen for this level.

German Resources Editor: Cindy Sizemore

French

Curtain, H. & Pesola, C. (1994). *Languages and children, making the match. Foreign language instruction for an early start, Grades K-8.* Second Edition. White Plains, NY: Longman.

We now have the second edition of *Languages and children*, a book which in its first edition quickly became an essential text for any foreign language library. All the excellent elements of the first edition have been retained, but there are important additions that make obtaining this edition essential, even if you already have the first edition. Pesola's framework for curriculum development provides a thought-provoking guide to making decisions about curriculum and assessment. There is a more extensive exploration of ways to integrate culture into the second-language classroom. Keiran Egan's story form framework offers another way of thinking about human development and its implications for curriculum. There is more information about the middle school learner and the kinds of programs that are appropriate in the middle school. There are expanded chapters on lesson-planning and assessment, including portfolio assessment; and there is invaluable new information on cooperative learning and pair activities. Reading and writing assumes a prominent place in the discussion of curriculum. Expanded and revised, *Languages and children* continues to be the indispensable text in the field of second-language teaching for children.

French Resources Editor:Myriam Chapman

Spanish

Smith, N. (1994). *Cantando* we learn. Lincolnwood, IL: National Textbook. Includes cassette tape ($9.95) and book ($5.95). Available from Publisher, 4255 W. Touhy Ave., Lincolnwood, IL 60646-1975.

This tape and book set are useful for the beginning level of second language learning. The short, lively songs reinforce important first concepts. Some titles include: *Buenos días, ¿Cómo te llamas?, Los números, Los colores, Las vocales,* and *Los días de la semana.* There are also more complicated songs which continue to expand students' vocabulary. The music of the songs is appealing and the songs are especially attractive because they are sung primarily by children. The book is a valuable resource for two reasons: for the teacher, it provides movement and game ideas to accompany the songs; for parents, it includes the English translation of the songs and the music. The potential for using this set at home to reinforce the Spanish being learned at school is one of its main assets.

Spanish Resources Editor: Susan Wolter

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING

MEMBERSHIP RENEWAL NOTICE

This is the last issue in your subscription of *FLES News* (all subscriptions run from September through May). Send in your check and the form below for a 1994-1995 membership to the National Network for Early Language Learning and for a subscription to *FLES News*. You may make copies of this order form for your colleagues. **Renew now so you won't forget!** You will not receive the fall issue unless you renew.

Note: If you would like to serve the organization in any of the following areas, please mark your selections and return them with your membership renewal form.

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Nancy Rhodes, Executive Secretary, National Network for Early Language Learning, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037.

Children's Classroom Creations

Jo Ann Mullis
Grade 4
West Yadkin Elementary School
Yadkinville, North Carolina
Cathy Cheek, Spanish Teacher

FLES News *enjoys including children's work in the second language. We encourage you to send works that lend themselves to copying, such as line drawings, short stories, or poems. If you would like a work returned to you, please enclose a stamped self-addressed envelope. Please include the child's name, age, school, and teacher's name, as well as written permission from the child and his or her parents or guardians. Send the original copy of the children's work to the editor, Marcia Rosenbusch.*

Marcia H. Rosenbusch, Editor
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